தமிழ்நாடு அரசு

ஆறாம் வகுப்பு

முதல் பருவம்

தொகுதி 1

தமிழ்

ENGLISH

தமிழ்நாடு அரசு விலையில்லாப் பாடநூல் வழங்கும் திட்டத்தின்கீழ் வெளியிடப்பட்டது

பள்ளிக் கல்வித்துறை

தீண்டாமை மனித நேயமற்ற செயலும் பெருங்குற்றமும் ஆகும்

தமிழ்நாடு அரசு

முதல்பதிப்பு - *2018*
திருத்திய பதிப்பு - *2019, 2020, 2022*

(புதிய பாடத்திட்டத்தின்கீழ்
வெளியிடப்பட்ட நூல்)

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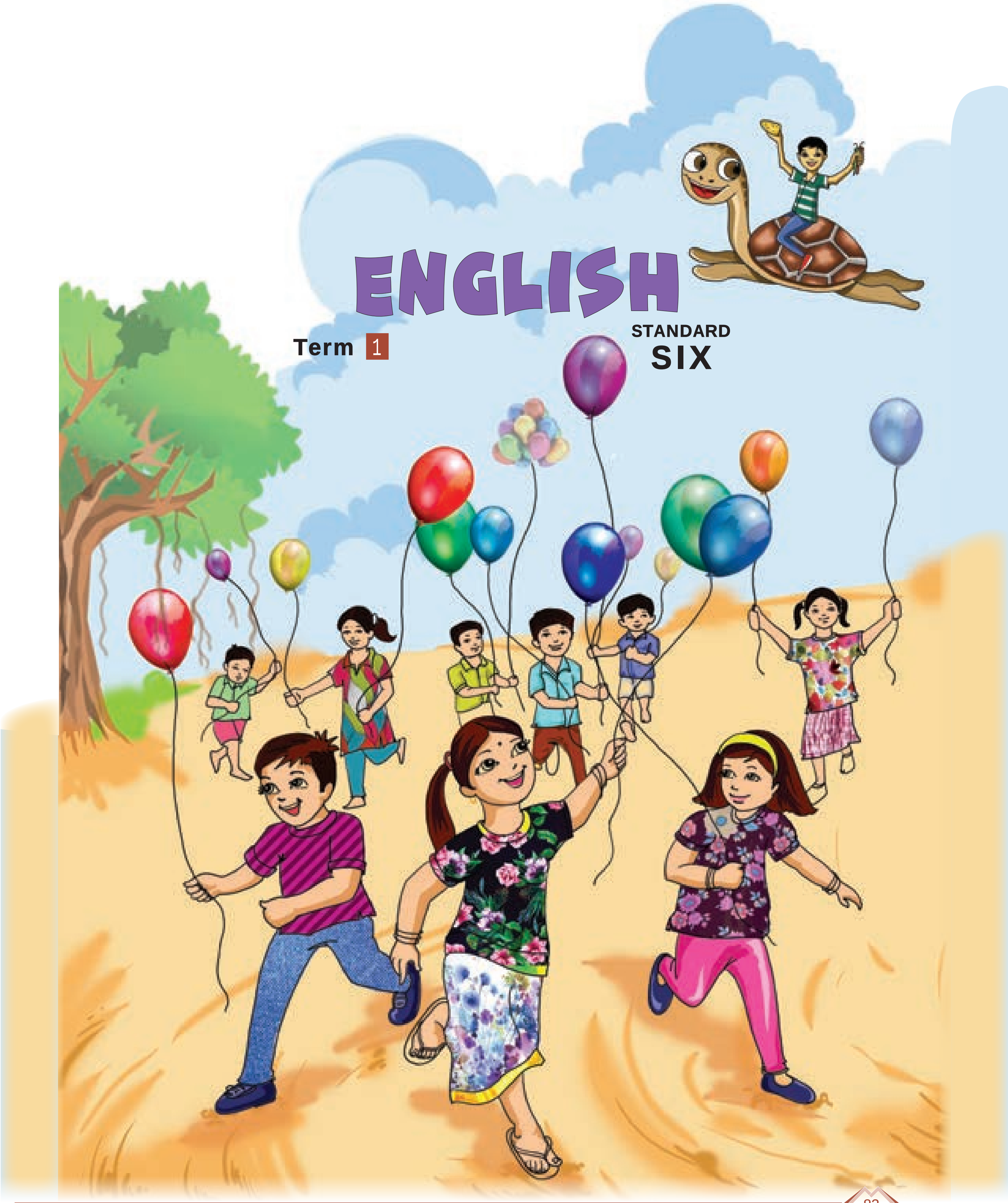
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ENGLISH
Term 1
STANDARD
SIX

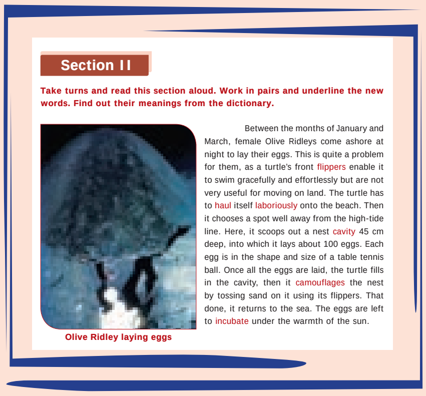
PREFACE

The English textbook for standard six has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning both effective and interesting. The aim has been to balance learning the structures and vocabulary of the language with learning their use in everyday life.

The activities have been carefully graded to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time to enhance digital literacy skills.

How to use the book?

- The First Term English Book for Standard VI has three units.
- Each unit is planned for a month.
- Each unit is divided into **sections** and each section is designed to initiate and sustain the **Active Learning** process.



Section II

Take turns and read this section aloud. Work in pairs and underline the new words. Find out their meanings from the dictionary.

Between the months of January and March, female Olive Ridleys come ashore at night to lay their eggs. This is quite a problem for them, as a turtle's front flippers enable it to swim gracefully and effortlessly but are not very useful for moving on land. The turtle has to haul itself laboriously onto the beach. Then it chooses a spot well away from the high-tide line. Here, it scoops out a nest cavity 45 cm deep, into which it lays about 100 eggs. Each egg is in the shape and size of a table tennis ball. Once all the eggs are laid, the turtle fills in the cavity, then it camouflages the nest by tossing sand on it using its flippers. That done, it returns to the sea. The eggs are left to incubate under the warmth of the sun.

Olive Ridley laying eggs



- Each unit starts with an **introduction of the theme** anchored by two girls **Ayesha** and **Madhi** .
- The **pictorial warm up page will help activate students own knowledge and ideas of the** topic.
- **The digital warm up** can be used for visualizing the theme to motivate and interest learners.

- **In-Text questions** each section can be used for discussion and to check and develop comprehension skills.
- **Digital glossary** can be used for hearing correct pronunciation and visualizing words.
- The **'Do You Know?'** box can be used to enhance general knowledge while initiating spoken language.



We found an island, a small rocky island in a dry river-bed. It was one of those river-beds so common in the foothills, which are completely dry in summer but flooded during the monsoon rains. A small mango was growing on the island. 'If a small tree can grow here.' said Grandfather, 'so can others.' As soon as the rains set in and while rivers could still be crossed, we set out with a number of tamarind, laburnum, and coral tree saplings and cuttings and spent the day planting them on the island.

Do you know

The Western Ghats is home to nearly 325 globally-threatened flora, fauna, bird, amphibian, reptile and fish species.

Discuss and answer.

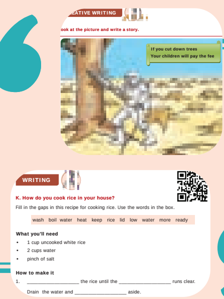
1. Why do we need trees? List four reasons that Grandfather gives.
2. Why did the author help his Grandfather plant trees?
3. What made Grandfather plant saplings on the rocky island?

GLOSSARY

protested	- opposed or disagreed
nightmare	- a frightening dream
interfering	- stopping

- The illustrations in **Picto Grammar will enable understanding of grammar terms in a fun and easy way**.
- **Digital Grammar Games** can be used to reinforce learning and encourage students to learn by doing.
- **Language Check Point** can highlight points of usage to avoid the common mistakes.





- Students can be taken through all the steps of writing with the help of **pictures and prompts**.
- **Creative writing** can be used to bring out their writing skill.
- Students can be encouraged to **present** or display their writings in the class .

- The **warm up picture** at the beginning of the section can be used to discuss the theme of the poem.
- The Focus should be on the **enjoyment** of the poem through exploring **imagery** and **rhythm**.
- The supplementary section encourages extensive reading and **appreciation of literature**.





- **Connecting to Self** is based on the **values** of each lesson.
- **Project** is meant for working in groups and to develop **collaborative learning**.
- The development of **higher order thinking skills** is facilitated by the **Steps to Success and Think and Answer** sections.

- Students can be encouraged to extend their reading activity through **e-links** and **Reference Books**.
- The activities in **ICT Corner** will ensure acquiring language skills through doing.



How to use the QR code in the text books?

- Download the QR code scanner from the Google PlayStore/ Apple App Store into your smartphone
- Open the QR code scanner application
- Once the scanner button in the application is clicked, camera opens and then bring it closer to the QR code in the text book.
- Once the camera detects the QR code, a url appears in the screen.Click the url and goto the content page.

CONTENTS

Textbook

Assessment

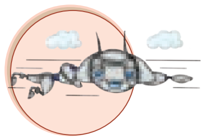
Unit 1 Sea Turtles

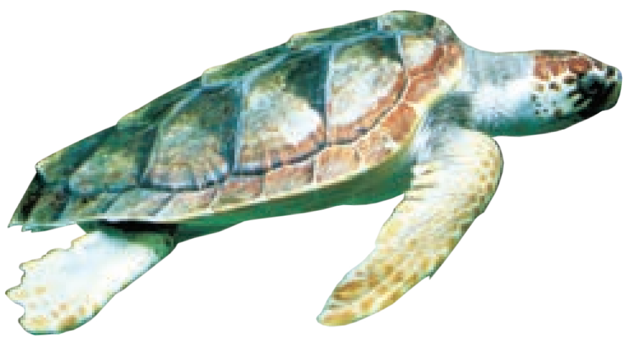


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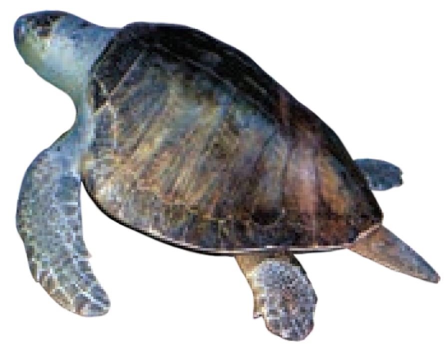
Prose 1 Sea Turtles

WARM UP





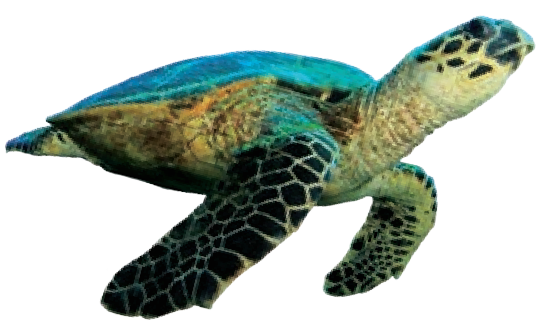
The Loggerhead



The Olive Ridley



The Leatherback



The Hawksbill



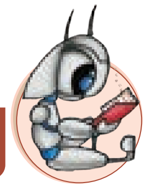
The Green Sea Turtle

Talk about ...

1. Have you seen turtles? Where do they live?
2. What do you know about turtles?
3. Why do you think the turtles in the picture have names such as Leatherback and Hawksbill?

Section I

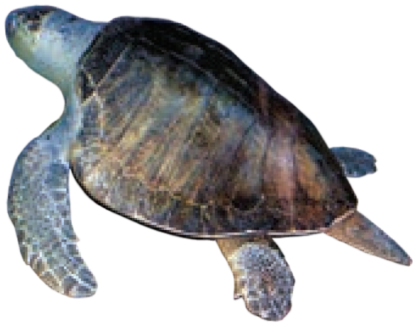
READING



Listen to the teacher reading this section.

Most of us have seen a tortoise in a zoo or a reptile park. However, not many would have seen its marine relative, the sea turtle. This is not surprising, since these reptiles spend almost their entire life in the sea.

There are seven species of marine or sea turtles in the world. Of them, five are found in India's coastal waters: the Olive Ridley, the Hawksbill, the Green Sea Turtle, the Loggerhead and the Leatherback. Compared to most tortoises, sea turtles are huge. Even the smallest species, the Olive Ridley, weighs up to 35 kg when fully grown. The largest of them all, the Leatherback, grows to a length of 2.2m and each could weigh as much as 700 kg!



The Olive Ridley

Sea turtles live their life entirely in the oceans. But they still have a connection with land – they must come ashore to lay eggs. Today, four of the sea turtle species mentioned above have become extremely rare in India. The Olive Ridleys, however, are still commonly seen nesting on sandy beaches all along our coasts.

Put a (✓) for the correct and a (×) for the incorrect statements.

1. Turtles are different from tortoises. ☐
2. Turtles are sea animals. ☐
3. There are seven kinds of sea turtles in the world. ☐
4. Sea turtles are very small. ☐
5. Turtles come ashore to lay eggs. ☐
6. Sea turtles come to rest on land. ☐
7. Olive Ridleys are the only sea turtles seen on Indian shores. ☐

GLOSSARY

marine	- found in the sea
species	- group of animals with common features
coastal	- land by the edge of a sea





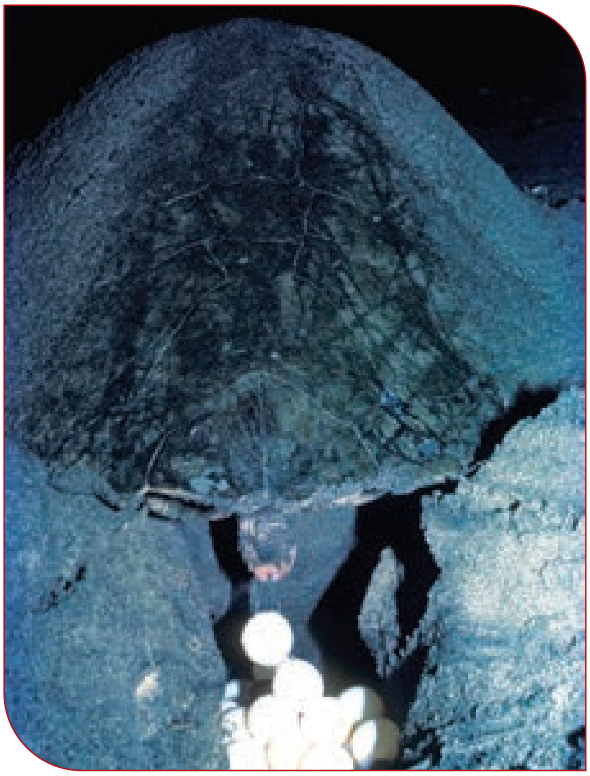
Do you know?

Arribada

In most parts of the world, Olive Ridleys come ashore alone to lay their eggs. However, Odisha is one of the only three places in the world where a phenomenon known as 'mass nesting' or Arribada takes place. On certain nights during the nesting season, thousands of female turtles come ashore simultaneously to lay their eggs on particular beaches.

Section II

Take turns and read this section aloud. Work in pairs and underline the new words. Find out their meanings from the dictionary.



Olive Ridley laying eggs

Between the months of January and March, female Olive Ridleys come ashore at night to lay their eggs. This is quite a problem for them, as a turtle's front flippers enable it to swim gracefully and effortlessly but are not very useful for moving on land. The turtle has to haul itself laboriously onto the beach. Then it chooses a spot well away from the high-tide line. Here, it scoops out a nest cavity 45 cm deep, into which it lays about 100 eggs. Each egg is in the shape and size of a table tennis ball. Once all the eggs are laid, the turtle fills in the cavity, then it camouflages the nest by tossing sand on it using its flippers. That done, it returns to the sea. The eggs are left to incubate under the warmth of the sun.

In many places around the world, local people follow the tracks of the turtle to its nest. They collect the eggs for eating. Jackals, domestic dogs and pigs too dig up and eat the eggs by following the scent left by the turtle. Those eggs that escape such people and predators hatch 45–60 days later. The hatchlings slash open the leathery eggshell with the help of a tiny 'egg-tooth'. This is like a razor blade at the tip of a hatchling's snout. When most of the eggs have hatched, the hatchlings push themselves upwards through the sand and emerge on the surface of the beach. From here they make a hurried dash to the sea.

GLOSSARY

flippers	- broad, flat limbs used for swimming	snout	- pointed nose of an animal
predators	- animals that kill other animals for food	cavity	- a hollow space
haul	- pull with force	emerge	- come out
slash	- cut	camouflage	- hide or disguise something
laboriously	- with great effort	incubate	- hatch eggs using warmth

Are these statements right? Discuss with your partner and (√) them if they are correct. Correct them if they are wrong. Share your answers in class.

1. Female Olive Ridleys come ashore at night to lay eggs. ☐
2. The eggs of an Olive Ridley are in the shape and size of a cricket ball. ☐
3. Ridleys come to lay their eggs in the month of January. ☐
4. The turtles use their flippers and make a hollow for their nests. ☐
5. The hatchlings use a tiny egg-tooth to come out of the eggs. ☐

Do you know?

There is an interesting aspect of sea turtle biology. The temperature inside the egg determines the sex of the embryo while it is growing. When the eggs develop at 27°C – 28°C only male hatchlings are produced. At 30°C only female hatchlings are produced. An equal mix of male and female hatchlings is produced only when the eggs incubate at precisely 29°C – 30°C.

Section III

Read this section in pairs.

Many of these tiny hatchlings, which weigh less than 20 grams each, will not even reach the sea. They will fall prey to crabs or birds even before they reach the water. Most of those that do make it into the water will also be eaten by many predators in the sea within the first few days of their lives. In fact, scientists estimate that only one in every thousand hatchlings becomes an adult. It is perhaps to ensure that enough hatchlings survive to keep the species going that sea turtles lay so many eggs.

After many years of swimming in the open ocean, the female hatchlings that have become adults return to the same beach where they were born. They come there to lay their own eggs. How they manage to find the place after so many years in the sea is one of the many mysteries of these fascinating reptiles!



Olive Ridley hatchling in the hand

Sea turtles are among the many wonderful creatures we share this planet with.

They have survived natural dangers for millions of years. But, sadly, human activities during the last few decades have put them in grave danger. There are many factors that threaten their survival. People hunt them for their meat or collect their eggs. Sometimes they are accidentally trapped in the nests of motorboats. Problems like pollution, dumping of plastics into the ocean and construction activities on nesting beaches also hurt their survival. Only by systematically tackling these problems, and removing these threats, can we ensure that sea turtles will continue to exist in the years to come.

Shekar Dattatri

Shekar Dattatri writes popular articles on wildlife, conservation and film making. He has been interested in nature from childhood. He is an award-winning wildlife and conservation filmmaker. For more information on him visit www.shekardattatri.com

Fill in the table given below.

S. No	Problems faced by the hatchlings	Effect	Solution
1.	Pollution	Survival of sea turtles becomes difficult.	Reduce the usage of plastics.
2.	Predators		
3.	Human Activities		

GLOSSARY

survive - continue to live
mysteries - facts that are difficult to understand
fascinating - attracting greatly
decade - a period of ten years

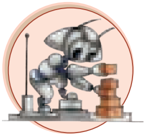
READ AND UNDERSTAND

A. Choose the correct answers. You may choose more than one answer if needed.

1. The ____________________ is a biological relative of tortoises.
   a. sea turtle
   b. fish
   c. reptile
2. In India's coastal waters we can see a species of ____________________.
   a. tortoises
   b. sea turtles
   c. dolphin

3. Sea turtles come to the shore to___________________.
   a. visit their birth place
   b. lay eggs
   c. go back to sea
4. It is a problem for sea turtles to come ashore because ___________________.
   a. they find it difficult to walk on sand
   b. they don't know their way to the shore
   c. animals and people hunt them
5. A turtle's flippers help it to ___________________.
   a. swim
   b. dig a nest
   c. climb
6. A sea turtle camouflages its nest by tossing sand on it to ___________________.
   a. hide its eggs from predators
   b. incubate eggs in the warmth of the sun
   c. keep the hatchlings safe

VOCABULARY



B. Find any five words related to sea from the text (Sections I & II). Write them below. Then use the words to frame sentences of your own.

eg: beach – We like to play in the sandy **beach**.

____________ ______________________________

____________ ______________________________

____________ ______________________________

____________ ______________________________

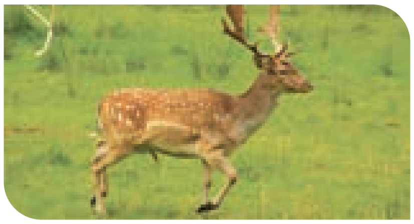
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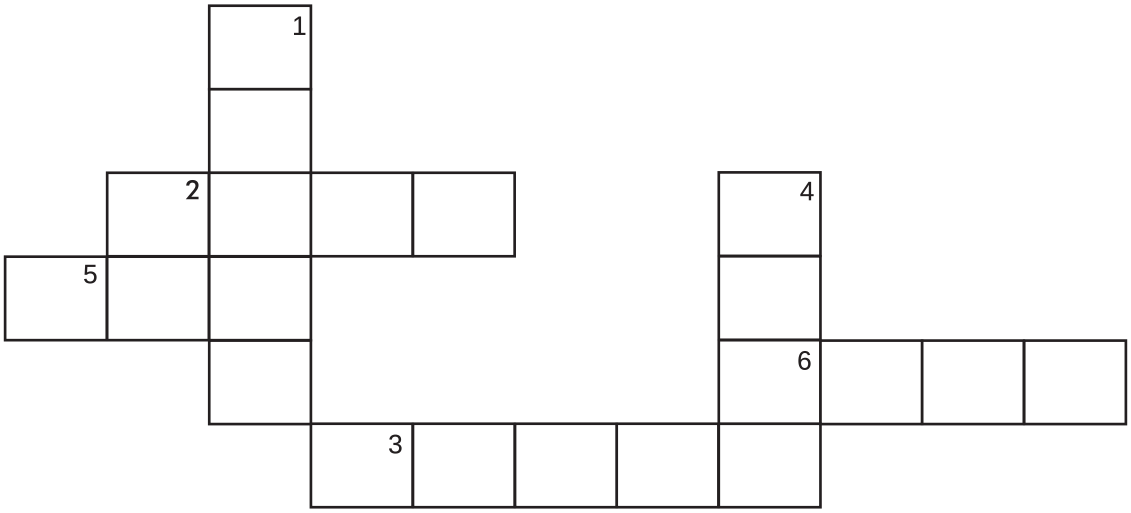
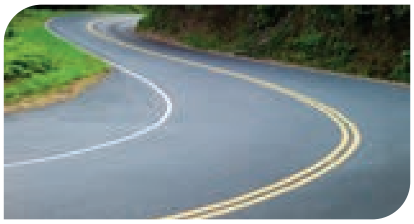
C. Fill in the blanks with words that convey the correct meaning of the sentences.

1. Tiny hatchlings fall _________ **(pray / prey)** to many predators.
2. Sea turtles live their _________ **(hole / whole)** life in the sea .
3. The turtles come ashore only during the _________ **(night / knight)**.
4. The predators follow the _________ **(sent / scent)** of the turtles to eat their eggs.
5. The female turtles lay eggs and go back to the _________ **(see / sea)**.

D. Use the clues and fill in the crossword puzzle.

1.	This word rhymes with **seen.**	4.	Sounds like **hair**
2.	This animal has two horns and a spotted coat.	5.	Shines brightly
3.	This is a huge sea animal.	6.	Rhymes with **load**



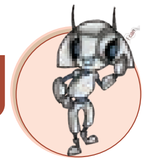






LANGUAGE CHECK POINT

Don't Say	Say	Note
I cannot see much stars in the sky.	I cannot see many stars in the sky.	Use many with countable plural nouns. Use much with uncountable nouns.
I have little friends.	I have few friends.	Use few with countable nouns. Use little with uncountable nouns.
Every test contains twenty questions.	Each test contains twenty questions.	Each refers to an individual object or person. Every refers to a group of objects or people.
Is there any lemonade left?	Is there some lemonade left?	Any is used for questions and negatives. Some is used for positive.

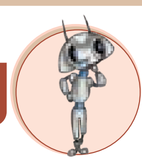
*LISTENING



E. Listen to the flash news. Read the questions given below, then listen to the flash news again and complete the responses.*

Questions	Responses
What escaped from the zoo?	a tiger ☐ a monkey ☐
When did it escape?	at 10 p.m ☐ at 10 a.m ☐
How did it escape?	pushed out of the fence ☐ went over the fence ☐
What did the zoo-keeper do?	rang up the police ☐ rang up the warden ☐
When should you call or dial 180345778?	when you see the monkey ☐ to report the escape of the monkey ☐

SPEAKING



F. Look at the picture. Work in groups and give a short talk about it using the words given below.

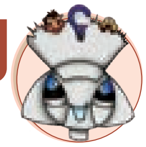
sand waves when as soon as collect enjoy hatchlings basket boys night rough sea many eggs incubate hatchery after

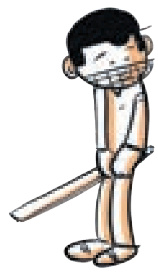


Volunteers of the students' Sea Turtle Conservation Network (SSTCN) release Olive Ridley hatchlings into the sea.

*Listening text is on page-157

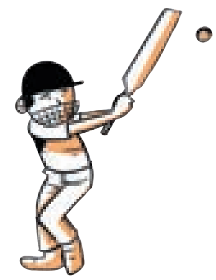
PICTOGRAMMAR





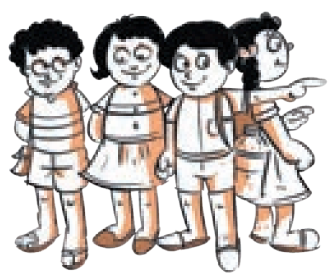
The batsman

The SUBJECT of a sentence is always a noun or a word / words that can take the place of a noun.



hits the ball

The PREDICATE of a sentence includes the verb and the object if there is one.



We



are going to the zoo.

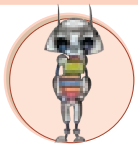


Raju



has to rest.

USE GRAMMAR



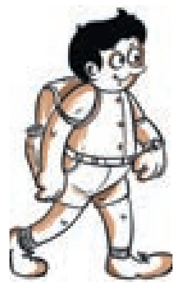
G. Make meaningful sentences from the table given below.

A turtle	live in the sea. is huge. have a connection with the land.
Turtles	are found in coastal waters. are wonderful creatures. has flippers to swim.

H. Write a suitable sentence for the pictures given below.

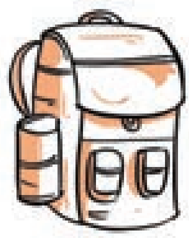












I. Match the two halves of the sentences and read them.

1. Sea turtles	-	threaten the survival of sea turtles.
2. Hatchlings	-	uses its front flippers to swim.
3. A turtle	-	come ashore to lay eggs.
4. Many factors	-	cut open the leathery egg shell.

ND6P7

WRITING



J. Tortoises and Turtles are not the same. Read the facts given below. List the similarities and differences between them.

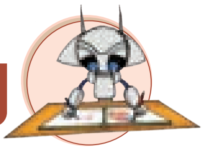
Tortoise	Turtle
reptile family	reptile family
land animal	sea animal
has a long life	lives for many years
uses tiny feet to walk	uses flippers to swim
eats grass, weeds and flowers	eats insects and bugs

Similarities	Differences

K. Write a paragraph from the contents of the table given above. Frame sentences with these words – but, as well as, whereas.

eg. A turtle as well as a tortoise belongs to the reptile family.

CREATIVE WRITING



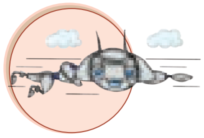
L. Describe the picture in about fifty words and give a suitable title. Make use of the words / phrases given below.

many sea animals wonders ocean fishes different colours
sizes varieties rare species deep sea under the sea

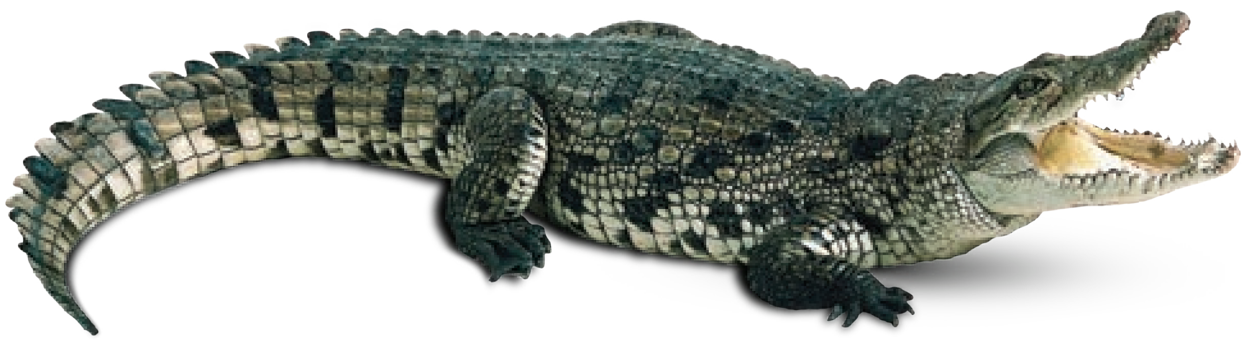


Poem The Crocodile

WARM UP



What do crocodiles eat? Talk about it.



How doth the little crocodile
Improve his shining tail,
And pour the water of the Nile
On every golden scale!
How cheerful he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in,
With gently smiling jaws!

Lewis Carroll

Lewis Carroll was an English writer. His most famous book is 'Alice in Wonderland'. This poem appears in it.

GLOSSARY

doth - an expression of old English for 'does'
improve - to become better than before
cheerful - happy
gently - softly, mildly

Do you know



The Madras Crocodile Bank is one of the largest reptile zoos in the world. It is a shelter for native wildlife and a secure nesting beach for Olive Ridley Turtles. It is located at East Coast Road, Kovalam in Chennai.

A. Read the poem aloud in pairs.

B. Choose the rhyming words from the box and write them in the correct blanks.

file	din	caws	nail	while	paws	mail	thin

1. claws, jaws, __________ , __________
2. grin, in, __________ , __________
3. crocodile, Nile, __________ , __________
4. tail, scale, __________ , __________

C. Read these lines and answer the questions given below.

1. *How cheerful he seems to grin*
   Who does 'he' refer to?

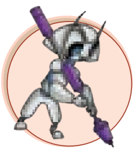
2. *And pour the water of the Nile*
   What does the Nile refer to? Where is it?

3. *And welcomes little fishes in*
   With gently smiling jaws!
   Who welcomes the fish? Why?
   Which line tells you that the crocodile is hungry?

D. Work in pairs. Share your answers with your partner.

1. What is the poem about?
2. How does the crocodile's tail look?
3. What does 'improve his tail' mean?
4. How does he spread his claws?
5. Why does he welcome little fishes?
6. Which line talks about the crocodile's mouth and his shape?

WRITING



E. What does the poet say about the crocodile? Write in your own words. (in about fifty words)

Supplementary

Owlie

‘Mom,’ Payal yelled in panic. ‘Owlie’s gone!’

‘Where would she have gone, Payal?’ her mother said crossly. ‘She was right there, sleeping in her cage a little while ago.’



‘But she’s not there now. And, Mom, the door to the garden is open!’ That got Payal’s mother running into the room. Sure enough, there was no sign of Owlie.

What was an owl doing in a house, you ask? Well, Payal’s house was home to all kinds of creatures, mainly abandoned animals. People brought lost dogs, injured cats and baby birds that had fallen out of their cages to Payal’s mother. It wasn’t that they had a large farm or even a large house. It’s just that everyone knew that Payal’s mom had a BIG heart! But even in a household used to such unexpected visitors, Owlie’s advent had been memorable. Shefali didi had just turned up one day, carrying a carton.

When Payal’s mother opened the carton, there was the smallest of owlets sitting in one corner, a small ball of brown and grey. Payal’s mother picked her up gently and placed her in her lap, talking to her just as she would to the dogs. She had never handled owls before, so she was very careful not to get pecked. When the owl got used to her, and seemed relaxed enough, Payal’s mother placed her inside a cage. There were always empty cages in Payal’s house – just in case a bird dropped in! The baby owl climbed on the rod and settled herself.

‘Mom, what shall we call her?’ asked Payal, all excited.‘You choose a name’, said her mother, smiling.‘How about Owlie?’ asked Payal. So Owlie it was.The name was settled, but there was a bigger problem. What does one feed an owl?

Owls are hunters. They eat rats and snakes and frogs. And in Payal’s house, they were all vegetarian, even the dogs! Payal’s mother was totally anti-meat. But now that Owlie had come to stay, she had to get over her dislike for meat. That was another reason why that day was memorable. It was the first day that meat was brought to the house! Payal got the number from her friend and called the meat shop to ask them to deliver half a kilogram of minced meat to the house. They put the meat before Owlie.

Of course, Owlie didn't know what to do with it. She was just a baby, after all. If the mother owl had been there, she would have softened the meat and shoved it down Owlie's throat. Payal's mother decided she had to be mother owl! She picked up a tiny bit of meat with her right hand and squished it up until it was soft. Then with her left hand, she pressed open Owlie's beak and shoved the food down. In a second, Owlie fell off her perch on to the floor of the cage. She lay on her back on the floor of the cage with feet up in the air.

'Mom!' Payal cried, 'You've killed her!' Payal's mother was equally aghast. 'Oh!' she said. 'Oh, what have I done ? The poor, little bird!' After Payal and her mother had finished crying and hugging each other, they started talking bravely about where to bury Owlie. Just then, Owlie opened one eye and then the other. She got onto her feet and quietly climbed the perch!

Payal learnt later that falling on her back and pretending to be dead was Owlie's way of defending herself against danger. Not that Payal's mother was a danger to Owlie, but the baby owl did not know that then. So that was Owlie's first day at home.



In the beginning, Owlie had to be forced to eat. That was Mom's job. But Owlie soon realised that if a hand came towards her it meant food! Her mouth would open automatically and her beak would snap around what was offered. Only, Owlie found it difficult to know when she was being offered food, and would try to take a bit out of any hand that came her way. This meant lots of bitten fingers for Payal and her mother.

Reading up more about owls and their habits, Payal discovered that Owlie was a Spotted Owlet. She had the typical grey-brown coat, heavily spotted with white, the pale face, yellow eyes and the white neckband, which looked like a ribbon, Payal decided. Soon, Payal took over the job of looking after Owlie. She saw that the cage was cleaned every day. She filled the water bowl. Once Owlie began to eat by herself, Payal too could feed her. She loved the way Owlie took a piece of raw meat from her hand. During the day, Payal kept the cage covered. Owls are night birds, so they slept during the day. At night, when owls are active, Payal took off the cover. They had decided that they would let Owlie fly away once she had grown bigger. But that meant that she had to learn to fly. To do that, Owlie had to be in a closed room.

After much discussion, Owlie's cage was shifted to the library. It was a lovely room with two doors – one which led to the rest of the house and the other that opened into the garden. It was also Payal's favourite room. It had tall bookshelves and she spent hours

there, reading all kinds of books. The bookshelves also had lots of little knickknacks. Her mother loved pretty things, and displayed them here along with the books. So there were beautiful pieces of pottery, dolls from wherever they had travelled, and of course wooden and clay animals and birds from all around the world.

Once Owlie was moved to the library, strict rules were laid down for everyone in the house. The two doors were never to be left open – not at night, not in the day. Every night, Payal would leave the cage door open and put a plate of mincemeat on top of the cage. This was so that when Owlie flew out of her cage, she could also learn to find her food.

Initially, Payal would shut the cage door every morning when she popped in to say hello to Owlie before going to school. She would always find Owlie on her perch inside the cage, though the cage door was still open. But Payal knew Owlie was flying because she found bits of meat all over the room. After some time, Payal stopped shutting the cage door even during the day. After all, people seldom went into that room all day, and Owlie was always asleep, so there seemed little point.

Every day when Payal came back from school, the first thing she did was to peep into the library. Usually, she would find Owlie fast asleep on her perch. But today, it was different. The cage was empty and there was no sign of Owlie! And the door to the garden was open.'Mom!' Payal howled. 'Who left the garden door open? How will we find Owlie now? 'Don't panic,' said Mom. 'She must be somewhere around.' They shut the garden door and looked in every corner of the room. Behind doors, on top of the tall bookshelves, in every nook and cranny. No Owlie.

Tears ran down Payal's cheeks. They had wanted Owlie to fly away, but not so soon. She was still so small, how would she hunt for her food? What if a kite or eagle swooped down on her? Finally, Mom said, 'Well, now Owlie has gone, we may as well leave the doors open and air the room.' Wiping her tears, Payal threw open the doors to the room. She hoped secretly that Owlie would come in if the doors were kept open.

Mom left the room to go do her afternoon errands. When she came back a couple of hours later, Payal was sitting, gazing mournfully at Owlie's cage.'Why don't you find yourself a good book to read?' Mom asked. She knew that reading a book was the only way Payal would cheer up. When Payal was sad, she always read.'Okay,' sighed Payal, and started looking for a book she had not read.

She noticed a curio on a shelf that she had never noticed before. "Hello! Where did this one come from?" she wondered. "Where did her mother get the owl from?" She was about to pick it up when the curio opened one eye... It was Owlie pretending to be a curio! 'Mom!' bawled Payal. 'She's back!' 'Don't you ever give me a fright like that again,' she scolded the owl as she put her back in her cage. Payal swore later that Owlie winked back at her. She probably did.

Vijaya Ghose

A. Identify the character/ speaker.

1. Owlie's gone!
2. She opened one eye and then the other.
3. Don't panic.

B. Choose the correct answer from the options given.

1. The owlet was _____________. (brown and grey / white and grey)
2. In Payal's family, they were all ____________. (non-vegetarian / vegetarian)
3. The cage was shifted to the ___________. (library / living room)

C. Read the passage and answer the questions.

Payal and her mother started talking bravely about where to bury Owlie. Just then, Owlie opened one eye and then the other. She got onto her feet and quietly climbed the perch! Payal learnt later that falling on her back and pretending to be dead was Owlie's way of defending herself against danger.

1. Why did Payal and her mother want to bury Owlie?
2. What did Owlie do then?
3. What did Payal learn from Owlie's pretence?

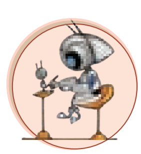
D. Rearrange the following jumbled sentences in the correct order.

- Payal's house was a home for abandoned animals.
- It was a small ball of brown and grey.
- She found an owlet in one corner.
- Payal's mother picked her up gently.
- Payal's mother opened the carton.
- One day they got a carton.

E. Discuss in pairs. Then write the answers.

1. What kind of a girl was Payal? What did she like? How did she behave with animals and people?
2. Do you think Owlie was happy to be with Payal? Give reasons for your answer.

PROJECT

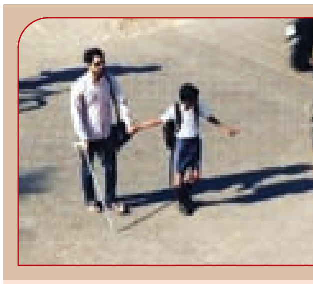


F. *Listen to the teacher read the passage. Watch this website: https://sstcn.org/ Then write a paragraph on Students' Turtle walk Chennai 2017.

*Listening text is on page - 155

CONNECTING TO SELF

G. Write a caption for these pictures. One is done for you.



Help the needy



____



____



____

STEPS TO SUCCESS

H. Find their group name and write them in the blanks. One is done for you.

eg: elephant, tiger, lion, monkey - Land animals

1. eel, seal, walrus, seahorse ________________
2. pearl, coral, conch, oil ________________
3. submarine, ship, yacht, ferry ________________
4. kite surfing, scuba diving, parasailing ________________
5. albatross, penguin, pelican, fish hawk ________________

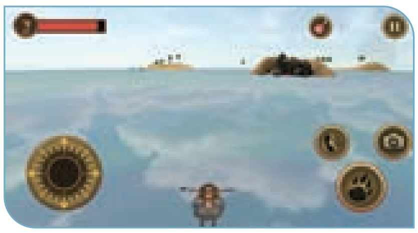
LEARNING LINKS AND REFERENCES

e-links	1. https://www.WorldWildlife.org> Species
	2. https://en.m.wikipedia.org>wiki> Gahir
	3. https://sstcn.org /
	4. www.incredibleodisha.org > Gahirmatha - ...
Book	1. The world of Turtles and Crocodiles- Zai & Rom Whitaker and Indraneil Das
	2. Animal world - Aurobindo Kundu

ICT Corner — Sea Turtles

Experience the life of a sea turtle by playing the sea turtle game

Screen shot of the sea turtle game platform:

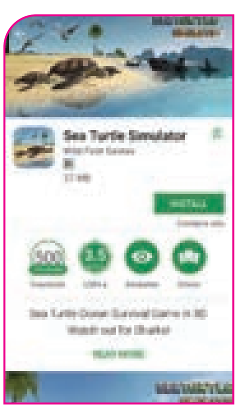


SZH6O

Procedure

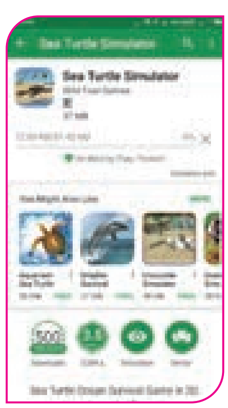
1. Scan the QR code. It will go to a website.
2. You can see a link for the software / application.
3. Click the link to download the software / application.
4. Open the game and you can move the turtle by using the pointers.
5. Like this you can find more games on sea turtles. Locate the appropriate one and use it.

Steps to install the game



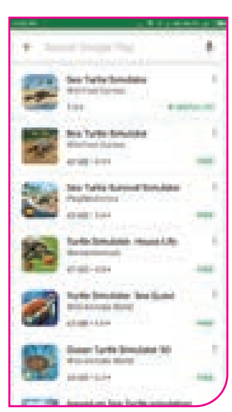
Step – 1

Type the word, 'sea turtle' in the search bar of the Android play store



Step – 2

Install the game and play it using the pointers



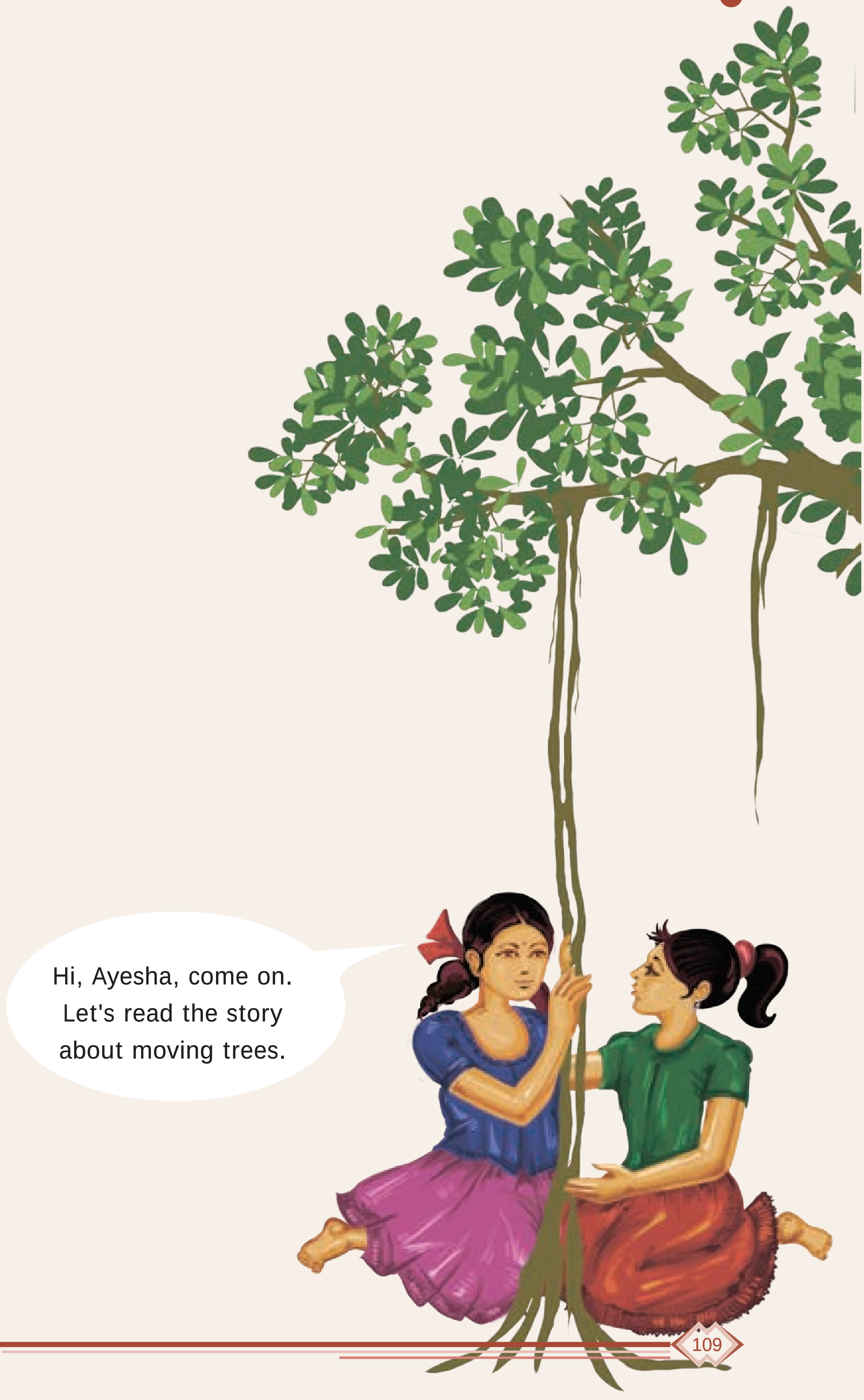
Step – 3

You can install similar such applications from play store

Language Activity

Share your views about the aquatic animals with your friend after playing this turtle game.

Unit 2 When the Trees Walked



Prose 2 When the Trees Walked

WARM UP

Look at the picture.



A. Describe the picture.

You can begin like this:

This picture is about ...

In this picture we can see ...

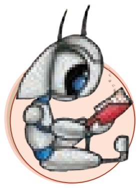
There are ...

B. Discuss and answer.

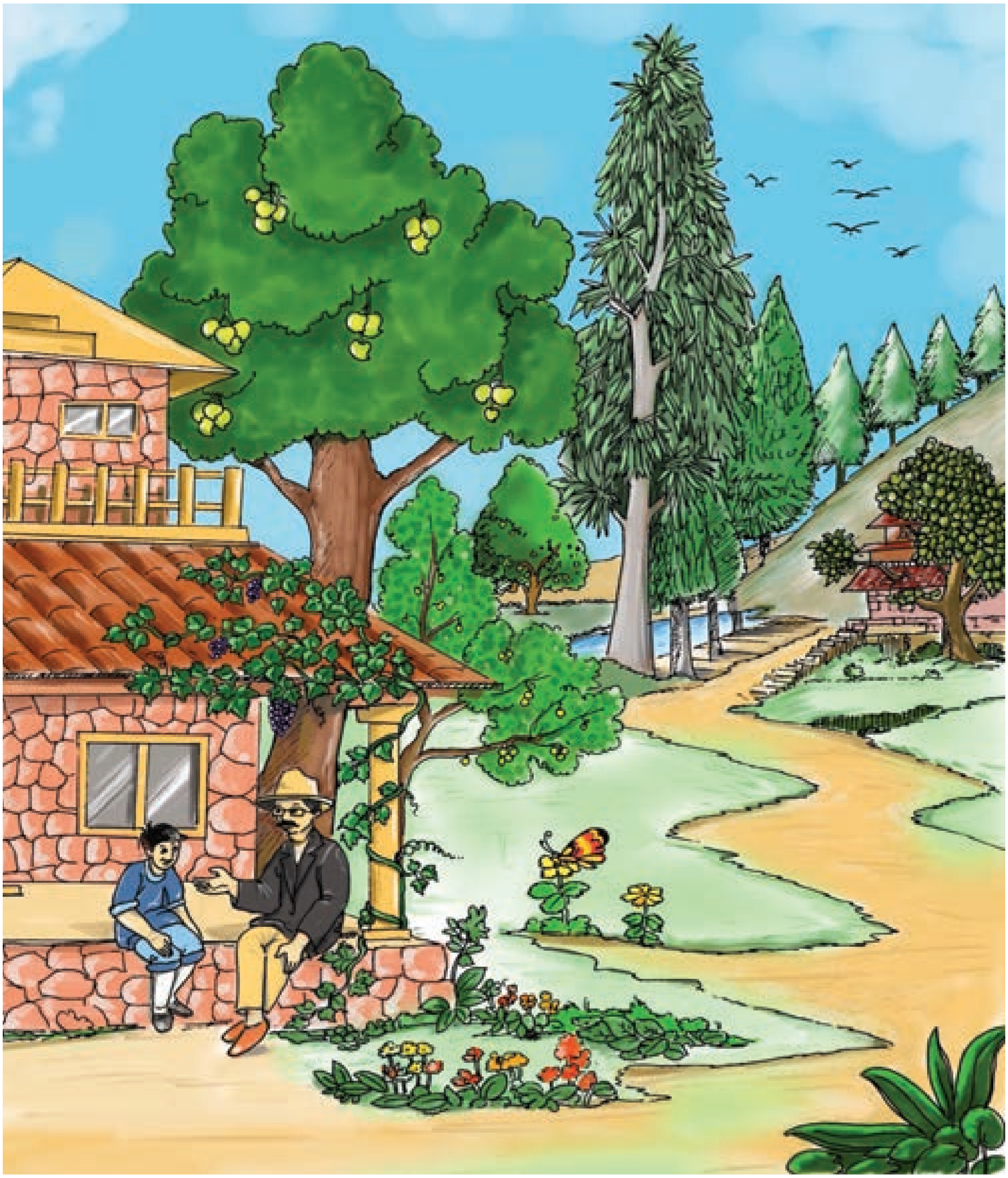
1. What are the children doing? Describe their activities.
2. Would you like to be in their place? If so what would you enjoy the most?

Section I

READING



Listen to your teacher read the first part of the story. Many things described in the story can be seen in the picture. Find and name them.



6th Std English 109-132.indd 111 24-12-2021 14:51:04

One morning while I was sitting beside Grandfather on the veranda steps, I noticed the tendril of a creeping vine trailing nearby. As we sat there in the soft sunshine of a North Indian winter, I saw the tendril moving slowly towards Grandfather. Twenty minutes later, it had crossed the step and was touching his feet.

There is probably a scientific explanation for the plant's behaviour – something to do with light and warmth perhaps – but I liked to think it moved across the steps simply because it wanted to be near Grandfather. One always felt like drawing close to him. Sometimes when I sat by myself beneath a tree, I would feel rather lonely but as soon as Grandfather joined me, the garden became a happy place. Grandfather had served many years in the Indian Forest Service and it was natural that he should know trees and like them. On his retirement, he built a bungalow on the outskirts of Dehradun, planting trees all around – lime, mango, orange and guava, also eucalyptus, jacaranda, and Persian lilacs. In the fertile Doon Valley, plants and trees grew tall and strong.

There were other trees in the compound before the house was built, including an old peepul that had forced its way through the walls of an abandoned outhouse, knocking the bricks down with its vigorous growth. Peepul trees are great show offs. Even when there is no breeze, their broad-chested, slim-waisted leaves will spin like tops determined to attract your attention and invite you into the shade. Grandmother had wanted the peepul tree cut down but Grandfather had said, 'Let it be, we can always build another outhouse.'

Grandmother didn't mind trees, but she preferred growing flowers and was constantly ordering catalogues and seeds. Grandfather helped her out with the gardening not because he was crazy about flower gardens but because he liked watching butterflies and 'There's only one way to attract butterflies,' he said, 'and that is to grow flowers for them.'

Do you know

India has more than 17000 species of flowering plants. Tamil Nadu with more than 5000 species - nearly 1/3rd of the total flora of India - probably has the highest diversity in India.

Discuss and answer.

1. When did the garden become a happy place for the author?
2. What are the two reasons the author gives for the plants moving towards grandfather?
3. Why does the writer think that the peepul tree is a great show off?

GLOSSARY

fertile	- able to produce a lot of plants or crops
abandoned	- left without care
vigorous	- healthy and strong

Section II

Read this section silently. Underline the most important events of the story. Discuss what you have underlined with your partner. Did you underline the same sentences? Discuss in class.

Grandfather wasn't content with growing trees in our compound. During the rains, he would walk into the jungle beyond the river-bed armed with cuttings and saplings which he would plant in the forest.

'But no one ever comes here!' I had protested, the first time we did this. 'Who's going to see them?'

'See, we're not planting them simply to improve the view,' replied Grandfather. 'We're planting them for the forest and for the animals and birds who live here and need more food and shelter.'

'Of course, men need trees too,' he added, 'To keep the desert away, to attract rain, to prevent the banks of rivers from being washed away, for fruit and flowers, leaf and seed. Yes, for timber too. But men are cutting down trees without replacing them and if we don't plant a few trees ourselves, a time will come when the world will be one great desert.'



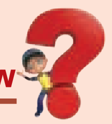
The thought of a world without trees became a sort of nightmare to me and I helped Grandfather in his tree-planting with greater enthusiasm. And while we went about our work, he taught me a poem by George Morris:

Woodman, spare that tree!
Touch not a single bough!
In youth it sheltered me,
And I'll protect it now.

'One day the trees will move again,' said Grandfather. 'They've been standing still for thousands of years but there was a time when they could walk about like people. Then along came an interfering busybody who cast a spell over them, rooting them to one place. But they're always trying to move. See how they reach out with their arms! And some of them, like the banyan tree with its travelling aerial roots, manage to get quite far.'

We found an island, a small rocky island in a dry river-bed. It was one of those river-beds so common in the foothills, which are completely dry in summer but flooded during the monsoon rains. A small mango tree was growing on the island. 'If a small tree can grow here.' said Grandfather, 'so can others.' As soon as the rains set in and while rivers could still be crossed, we set out with a number of tamarind, laburnum, and coral tree saplings and cuttings and spent the day planting them on the island.

Do you know



The Western Ghats is home to nearly 325 globally-threatened flora and fauna.

Discuss and answer.

1. Why do we need trees? List four reasons that Grandfather gives.
2. Why did the author help his Grandfather plant trees?
3. What made Grandfather plant saplings on the rocky island?

GLOSSARY

protested	- opposed or disagreed
nightmare	- a frightening dream
interfering	- stopping

Section III

Take turns and read this section aloud. Work in pairs, discuss, describe and list the three main events in this section.

The monsoon season was the time for **rambling** about. At every turn, there was something new to see. Out of the earth and rock and leafless boughs, the magic touch of the rains had brought life and greenness. You could see the broad-leaved vines growing. Plants sprang up in the most unlikely of places. A peepul would take root in the ceiling; a mango would **sprout** on the window-sill. We did not like to remove them but they had to go if the house was to be kept from falling down.

'If you want to live in a tree, that's all right by me,' said Grandmother crossly. 'But I like having a roof over my head and I'm not going to have my roof brought down by the jungle.'

Then came the Second World War and I was sent away to a boarding school. During the holidays, I went to live with my father in Delhi. Meanwhile my grandparents sold the house and went to England. Two or three years later, I too went to England and was away from India for several years.



Some years later, I returned to Dehradun. After first visiting the old house – it hadn't changed much – I walked out of town towards the river-bed. It was February. As I looked across the dry water-course, my eye was immediately caught by the **spectacular** red blooms of the coral blossom. In contrast with the dry river-bed, the island was a small green paradise. When I went up to the trees, I noticed that some squirrels were living in them and a koel, a crow pheasant, challenged me with a mellow 'who-are-you, who-are-you.'

But the trees seemed to know me; they whispered among themselves and **beckoned** me nearer. And looking around I noticed that other smaller trees, wild plants and grasses had sprung up under their protection. Yes, the trees we had planted long ago had multiplied. They were walking again. In one small corner of the world, Grandfather's dream had come true.

Ruskin Bond

Ruskin Bond is an award winning Indian author of more than 500 books, short stories, essays and novels. He writes poetry and books for children as well as adults. He lives with his adopted family in Landour, in Mussoorie, India. He was awarded the Padma Shri in 1999 and Padma Bhushan in 2014.

Discuss and answer.

1. What did Grandmother feel about trees growing in the house?
2. Why did the author leave town?
3. How did Grandfather's dream come true?
4. Describe what the author saw when he went back to the island.

AYPHC

GLOSSARY

rambling	-	wandering
sprout	-	when seeds begin to grow into small plants
spectacular	-	eye-catching
beckoned	-	to signal (someone) with your hand to ask the person to come closer or follow

READ AND UNDERSTAND

A. Tick the most appropriate option.

1. According to the author the tendril was moving towards grandfather because it
   a. needed light and warmth.
   b. did not like the light and warmth.
   c. wanted to be near Grandfather.
   d. wanted to escape from the winter.
2. Grandmother had wanted the peepul tree cut down because
   a. she did not like trees.
   b. she wanted to grow flowers.
   c. it was an old tree.
   d. it was knocking down the bricks of the outhouse.
3. Grandfather helped grandma out with the gardening because he
   a. liked gardening.
   b. wanted to grow flowers to attract butterflies.
   c. wanted to beautify the garden.
   d. wanted to make the house green.
4. The author did not want to plant saplings in the forest because
   a. no one would come to see them.
   b. it was dangerous to enter the forest.
   c. it would not be of any use to them.
   d. no one would appreciate them.
5. Grandfather felt planting trees would help the forest because
   a. he wanted to make the view beautiful.
   b. the river-bed was dry.
   c. animals and birds in the forest would love him.
   d. the animals and birds would find it easier to live.
6. When the author returned from England to Dehradun, he found Grandfather's dream had come true because the
   a. old house had changed.
   b. river was full.
   c. trees had red flowers.
   d. forest covered the island.

B. Read the story on your own. Discuss in a group and complete the story map below.

A story map is the main events of the story given in a flow chart.

Grandfather built a bungalow and --------------------

During the rains Grandfather walked into the jungle ------------

They found a small rocky island and Grandfather --------------------

During the second world war --------------------

Some years later, the author returned and ------------------

He looked around and noticed --------------------

C. Work in groups of five. Tell the story in ten sentences.

You can begin the story like this:

The author's Grandfather served in the Indian Forest Service.

After his retirement he built ------------

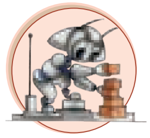
Now continue the story. Each one should say one sentence.

D. Write a summary based on the story map.

LANGUAGE CHECK POINT

Don't say	Say	Note
Who do you want to meet?	Whom do you want to meet?	'Who' for subject and 'whom' for object. If you can replace it with 'he' or 'she', use 'who'. If you can replace it with 'him' or 'her', use 'whom'.
Did not you meet him yesterday?	Didn't you meet him, yesterday?	Use contracted form of verbs like 'is', 'do' or 'have' in questions.
How many luggage did you bring?	How much luggage did you bring?	Use how many for countable nouns. Use how much for uncountable nouns.
What colour do you want - red or green?	Which colour do you want - red or green?	'What' is used for unlimited number of choices. 'Which' is used for limited number of choices.

VOCABULARY



E. Look at the words in the boxes. Match the words to make as many new words as possible. One is done for you. Eg. out house.

out	root
river	wall
water	garden
flower	body
sun	hill
aerial	bed
busy	sill
window	house
foot	shine
compound	fall

F. Look at the words in the box. Make new words by adding 'ly' wherever possible. It will not be possible with all the words.

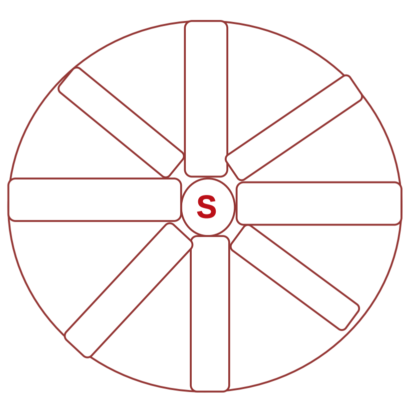
lone blossom fertile vigorous place constant complete strong unlike great cross immediate broad

Suffix : A letter or letters added at the end of a word to make a different or a new form of the word. **E.g.** lone+ly= lonely

G. Look at the words in the box. Fill the wheel with their antonyms.

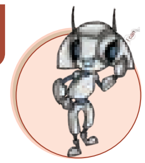
All the words begin with 'S' and are from the text.

hard fat weak big fast hide rough dull



6th Std English 109-132.indd 119 24-12-2021 14:51:11

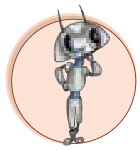
*LISTENING



H. Listen to your teacher read out what happened to Nandhu. Some of the statements given below are correct. Tick them (✓).

- The truck went over a stone.
- The box fell out of a truck.
- The brass lamp was in the truck.
- Nandhu wanted to play with the lamp.
- It was like the lamp Nandhu had at home.
- Nandhu pressed a button.

SPEAKING



I. Take something from your school bag. Describe it in three sentences. Ask the class to find out the thing you have described.

J. Discuss in groups of five. Make a story about the comic strip. Then share it in the class.



*Listening text is on page-157

PICTOGRAMMAR



A sentence begins with a capital letter and ends with a full stop or a question mark or an exclamation mark.

A sentence can do four things.



When a sentence is a **statement**, it gives a fact or an opinion and we end it with a full stop. 

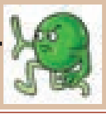
Ducks swim in water.

When a sentence asks a **question**, we end it with a question mark. 

What do you want?



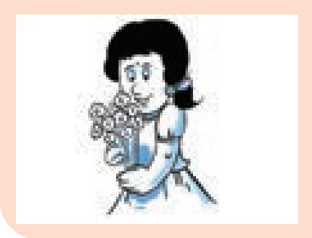


When a sentence makes a **request** or gives an **instruction** or a **command**, we end it with a full stop. 

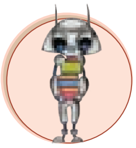
Take this road.

When a sentence expresses **surprise, wonder** or some **strong emotion**, we end it with an exclamation mark. 

How good these flowers smell!



USE GRAMMAR



G9Y7E

K. Tick the right option to fill in the blanks.

1. __________ a beautiful flower!

   a. How b. Wow c. What d. Hurrah

2. __________ play football?

   a. You can b. Can you c. Have you d. You could

3. __________ did you go yesterday?

   a. Which b. Where c. What d. Who

4. ____________ us go for a walk.

   a. Shall   b. May   c. Let   d. Can

5. ____________ like to play hide and seek.

   a. He   b. She   c. I   d. Muthu

L. Look at the punctuation of these sentences. Why are they punctuated differently? Discuss in class.

1. One always felt like drawing close to him.
2. But no one ever comes here!
3. Who's going to see them?
4. Come here.

M. Work in pairs and say the sentences to each other. Do you hear any difference in the way it is spoken? Discuss and share with the class. Discuss the difference in the meaning of the sentences.

1. This is a banyan tree.
2. Is this a banyan tree?
3. What a beautiful banyan tree!
4. Look at this banyan tree.

N. Read these sentences from the story carefully. Do they give commands or requests or make statements? Write 'C' for command and 'R' for request and 'S' for statement.

1. The tendril moved towards grandfather.
2. I want a roof over my head.
3. Please do not cut trees.
4. We spent the whole day planting saplings.
5. Will you please remove the trees growing on the wall?
6. There was a forest on the island.
7. Go to the river bed.
8. The island was a green paradise.
9. Grow more trees to protect nature.
10. Grandfather's dream had come true.

WRITING

O. Look at the picture and write a paragraph using the clues in the picture.

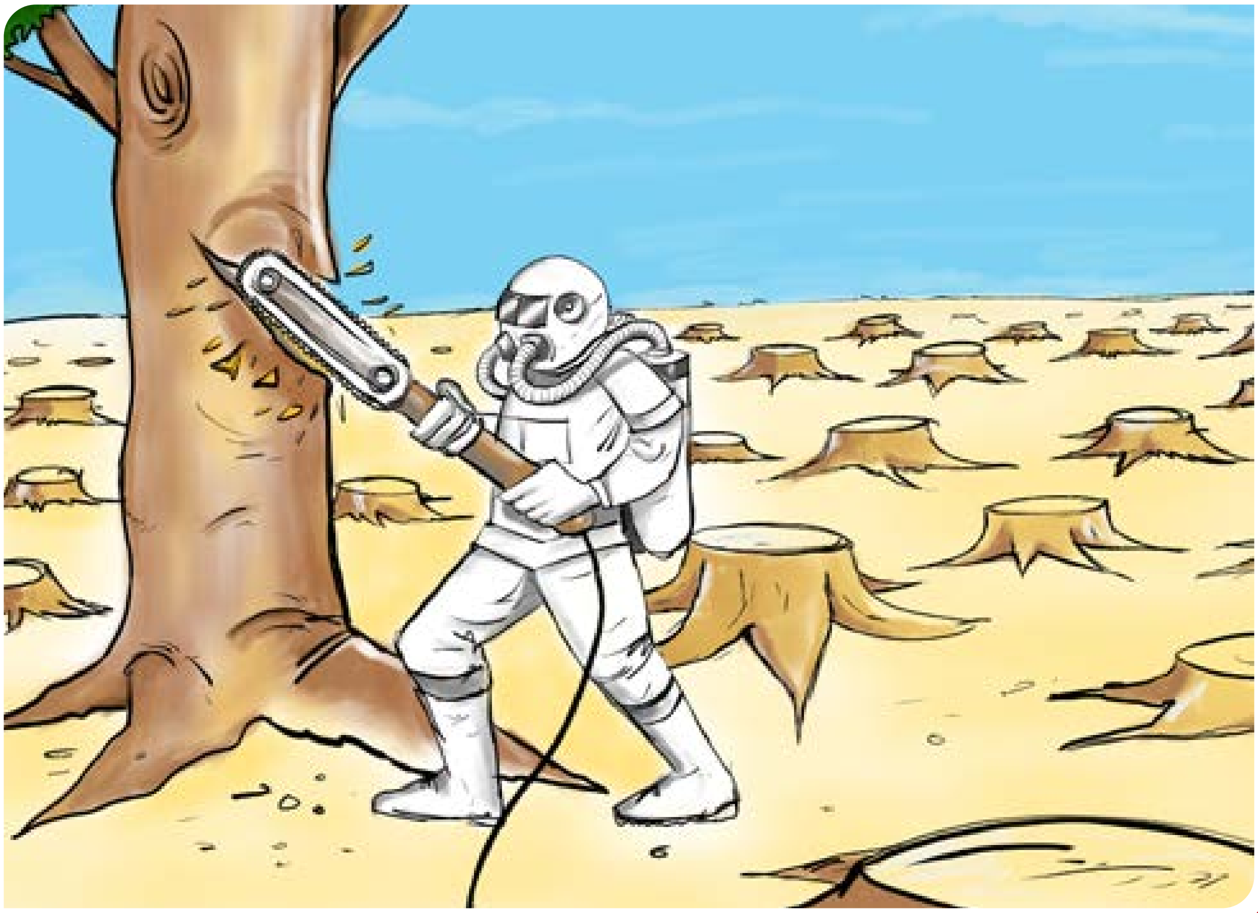
GROW AND PROTECT TREES



CREATIVE WRITING

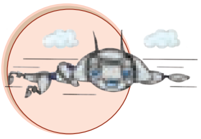
Look at the picture and write a story.

If you cut down trees
Your children will pay the fees



Poem *Trees

WARM UP



Look at the picture.



Have you seen the Adyar Banyan Tree? Would you like to visit that place? Why?

The Banyan is the largest of trees,
The Peepul quivers in the breeze,
The Coconut grows up straight and tall,
The Neem tree's fruits are very small,
The Tamarind gives us pleasant shade,
The Date's leaf is as sharp as a blade,
The Teak tree gives us useful wood,
The Mango gives us fruit that is good.

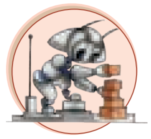
TRZEG

GLOSSARY

quivers - shakes quickly
pleasant - enjoyable

Adapted and based on a poem by Sara Coleridge

VOCABULARY



A. Find the describing words given in the poem.

p	a	s	m	a	l	l	s
g	l	a	r	g	e	s	t
h	u	e	i	j	k	h	r
l	f	t	a	l	l	a	a
m	e	n	d	s	p	r	i
q	s	r	o	t	a	p	g
u	u	v	o	x	y	n	h
z	a	d	g	h	e	b	t

READ AND UNDERSTAND

B. Answer the following.

a. What does the peepul do?

b. How does the coconut tree grow?

c. What does the tamarind tree give?

d. What is as sharp as a blade?

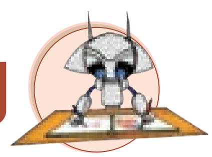
e. What does the teak tree give us?

Do you know



You can tell how old a tree is by counting its rings. This method of tree ring dating is called "Dendrochronology" and was developed in the early 20th century.

CREATIVE WRITING



C. Read the acrostic poem on 'Friend'. Write an acrostic poem like this on 'Tree'.

Friend

Friends always love each other
Respect each other
Interact with each other
Enjoy playing with each other
Never hurt your friends
Do everything together

Tree

T
R
E
E

APPRECIATING THE POEM

D. Work in pairs.

A **rhyme** is a repetition of the **same sound** in two or more words. Usually they come at the end of lines in poems and songs. Eg. tower – power; king – sing

Discuss with your partner and pick out the rhyming words in the poem.

Read the poem aloud in pairs. Take turns to read the verses.

Supplementary

The Apple Tree and the Farmer



Once upon a time there was a farmer. He lived in a village, up in the hills, beside a forest. In his farm where he grew many kinds of vegetables, he also had an apple tree. For many years the farmer and his family had enjoyed the tastiest apples from the tree. As a boy, the farmer and his friends played under the apple tree. They played hide and seek around the tree. They climbed the tree and swung on it and in season they plucked and ate the apples.

As the years passed the boy grew into a man. He took over the farm and continued to enjoy the fruits from the tree. In the meantime many small animals and birds started living in the tree. The man's children and their friends started playing

under it. The large and shady apple tree now grew old and was bearing fewer and fewer fruits. It was nice to sit under its shade in the summer but nothing grew under it. The farmer felt the space could be used to grow some vegetables. He also felt he could use the wood to build a new room in his house. Therefore, he decided to cut the tree. He did not think about the wonderful times he and his friends had playing around the tree or the delicious apples they ate. Rather he felt the tree had outlived its usefulness and should be cut down.

When the farmer took his axe and began chopping the tree, all the little animals, birds and insects that lived in the tree came rushing down. They started running around in alarm, chirping and squeaking all over the place. The farmer was adamant. He raised his axe and the uproar grew.

The farmer, however, forgot his childhood and his animal friends. He began to chop the tree harder. All the little animals became desperate, and wanted to protect the apple tree at any cost. They ran around in circles making a huge commotion.

This brought the children out. The farmer's daughter and her friends began to plead with him. They gathered around the farmer and said, "Please don't cut the tree. We play here just like you did. These small animals live here. If you cut the tree, where will they go? You can enjoy the shade when you become old. It is a beautiful tree."

All of a sudden, the farmer noticed a small fruit hanging from a branch. It was an apple and looked as delicious as the ones he ate as a boy. He plucked it and bit into the juicy fruit. The memories of the fun he had had as a boy came rushing back. When his daughter saw the changed expression in her father's face, she started pleading harder.

The farmer put down his axe. He understood that the tree was home to many lovely animals and provided them with so many things. He wanted his little girl to have the childhood that he had had. He threw away the axe and said to his daughter, "I promise that I will never cut this tree. You and your friends will have your tree and your playground."

A. Read the following statements. Say True or False.

1. The farmer had spent his childhood playing under the tree.
2. The farmer felt the space could be used to build a house.
3. The apple tree requested the farmer not to cut it.
4. All the little animals were happy about the farmer's decision.
5. The apple tree was home for all the little animals.

B. Identify the speaker / character.

1. Please don't cut the tree.
2. You can enjoy the shade when you become old.
3. I promise that I will never cut this tree.

BX2SR

C. Choose the right option.

1. The animals became worried because

   a. there was heavy rain.

   b. the farmer began to chop the tree.

   c. the farmer chased them away.

   d. the tree became old.

2. The farmer's daughter and her friends came out because

   a. they wanted to play under the tree.

   b. they heard the commotion of the creatures.

   c. the farmer called them.

   d. they heard the farmer's voice.

3. The farmer promised that he would

   a. grow more trees.

   b. provide shelter to all the little animals.

   c. not cut the tree.

   d. be thankful to the children.

D. Read the passage and answer the following.

All of a sudden, the farmer noticed a small fruit hanging from a branch. It was an apple and looked as delicious as the ones he ate as a boy. He plucked it and bit into the juicy fruit. The memories of the fun he had had as a boy came rushing back. When his daughter saw the changed expression in her father's face, she started pleading harder.

1. What did the farmer notice?
2. What made him recall his childhood?
3. Why did his daughter start pleading?

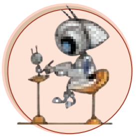
E. Rearrange the jumbled sentences.

1. He did not listen to their cries.
2. The farmer continued cutting the tree.
3. His childhood memories made him realize his mistake.
4. He decided to cut the tree thinking that it was useless.
5. The taste of the apple brought back his childhood memories.
6. The farmer had an old apple tree in his garden.
7. All the little animals in the tree pleaded with him.
8. He spent all his childhood playing under the apple tree.

F. Think and answer.

1. Which part of the story do you like? Why?
2. If the little animals become homeless what will happen?
3. What made the farmer realise his mistakes?

PROJECT

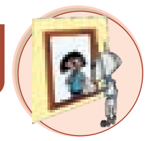


G. Look at the table. Read any story. Then fill the table.

Title of the story	When the Trees Walked
Name of the author	Ruskin Bond
No of characters	three
The character you like the most	Grandfather
Main points	Grandfather loved trees and grew trees Grandmother loved flower gardening The author too loved trees and helped grandfather

Title of the story	
Name of the author	
No of characters	
The character you like the most	
Main points	

CONNECTING TO SELF



H. **Lilly was on a trip to the beach with her friends. Some of her friends carelessly threw plastic bags on the road after eating their snacks. She wanted to convince them that what they were doing was not correct and they should be good citizens.**

Discuss in your group. What could Lilly say? Role play the conversation with one person being Lilly and the other a friend.

STEPS TO SUCCESS

I. **For each item write the word that has the same relationship as the pair on the left.**

Example **desert : dry** **::** **valley : fertile**

1. creeper : tendril :: tree : ?

   a. leaf b. bough c. flower d. fruit

2. river : flow :: mountain : ?

   a. beautiful b. high c. trees d. still

3. breeze : gentle :: storm : ?

   a. violent b. wind c. sea d. rain

4. mango : sweet :: lime : ?

   a. fruit b. sour c. tree d. juice

5. bark : timber :: flower : ?

   a. branch b. plant c. fruit d. stem

LEARNING LINKS AND REFERENCES

e-links	1. https://www.forests.tn.gov.in/
	2. http://ifs.nic.in/
	3. http://envfor.nic.in/
	4. http://fsi.nic.in/
Books	1. Growing up with Trees - Ruskin Bond, NBT
	2. The World of Trees - Ruskin Bond, NBT
	3. A Bond of Love - Pushpa Saxena, NBT
	4. Friends of the Green Forest - Ganesh Haloi, NBT

ICT Corner Hangman Game

Screen shot of the Hangman Game



Demo Steps

1. Scan the QR code. It will go to a website.
2. You can see a link for the software / application.
3. Click the link to download the software / application.
4. Click next and select the suffix by clicking the drop down arrow.
5. Click the letters to form the word.

Images for the Demo Steps



Download the Software / Application

QYKES

Language Activity

1. Write down the list of words you learned.

Unit 3 A Visitor from Distant Lands

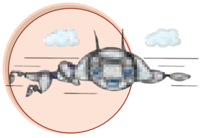


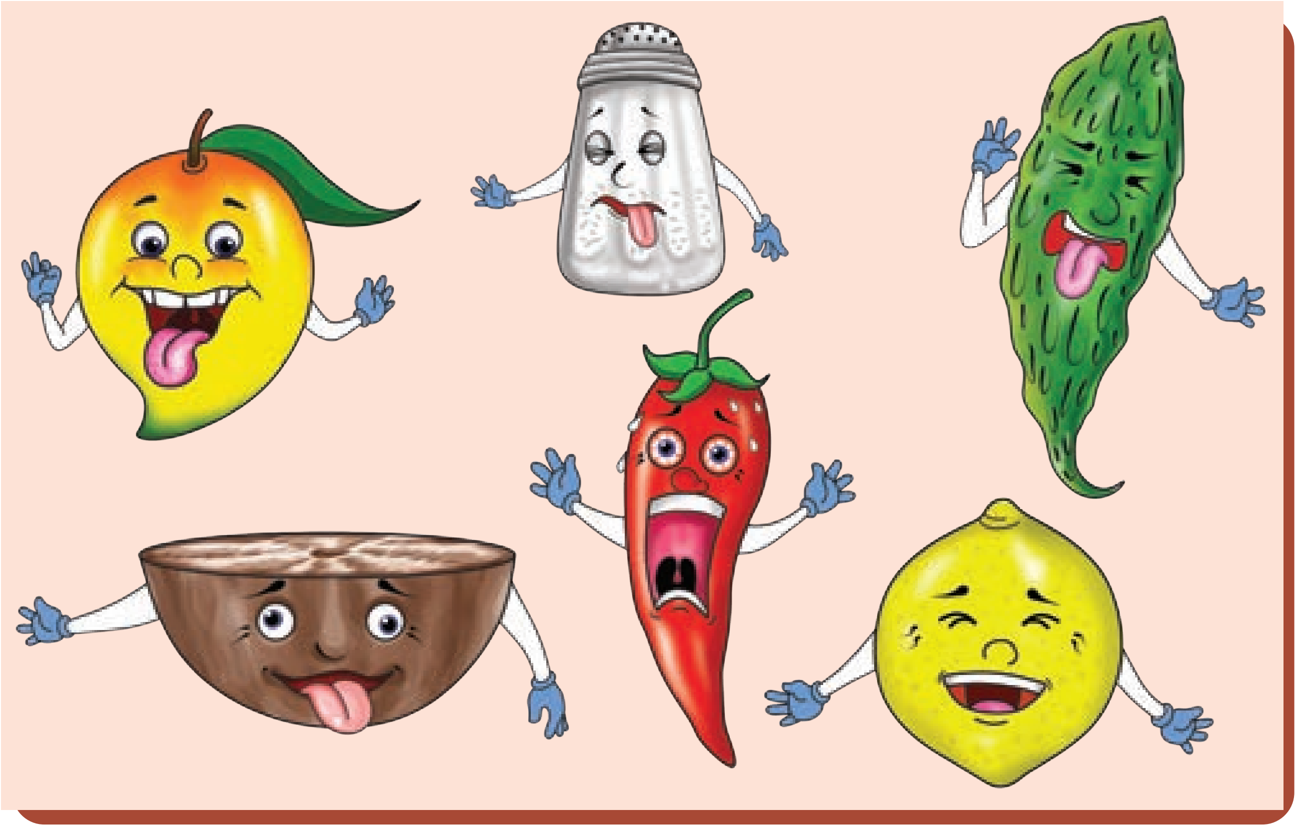
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Prose 3 A Visitor from Distant Lands

UG9SP

WARM UP

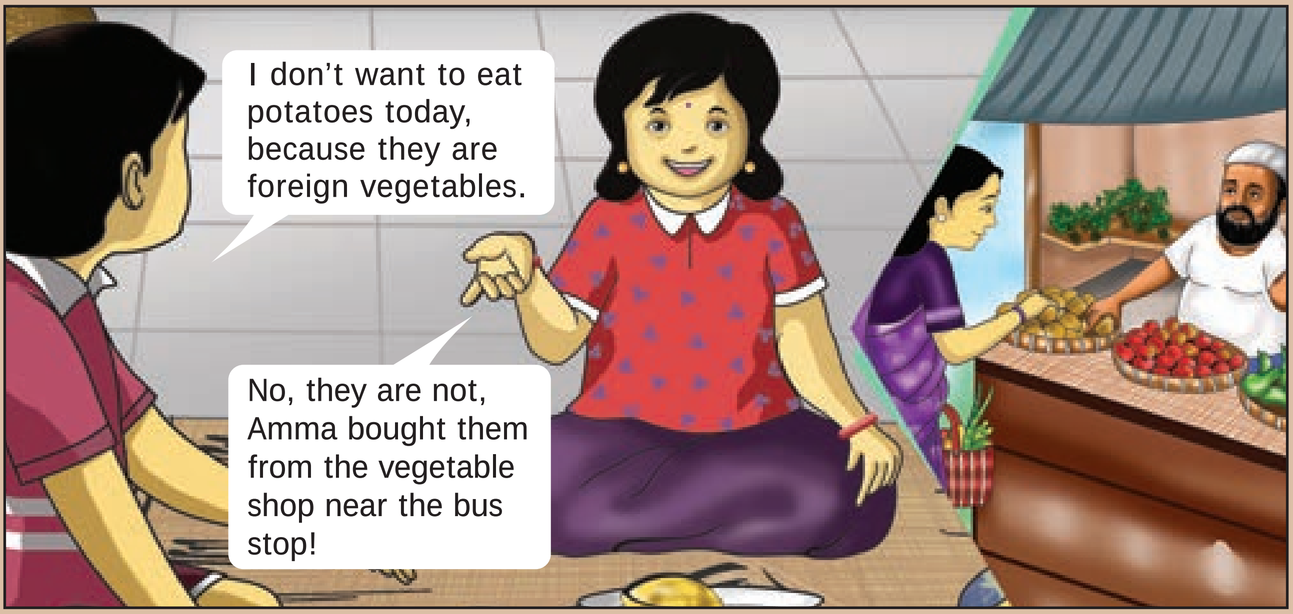




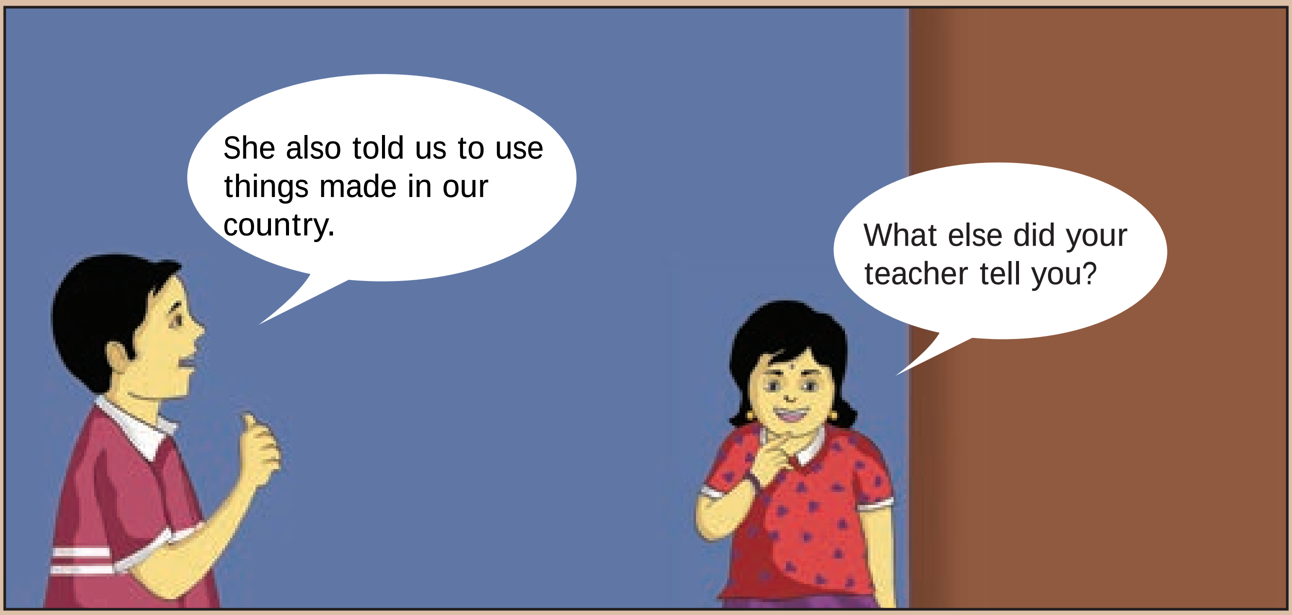
Look at the pictures. What do their expressions tell you?
Fill in the blanks with the item that tastes the same.
One example is given for each.

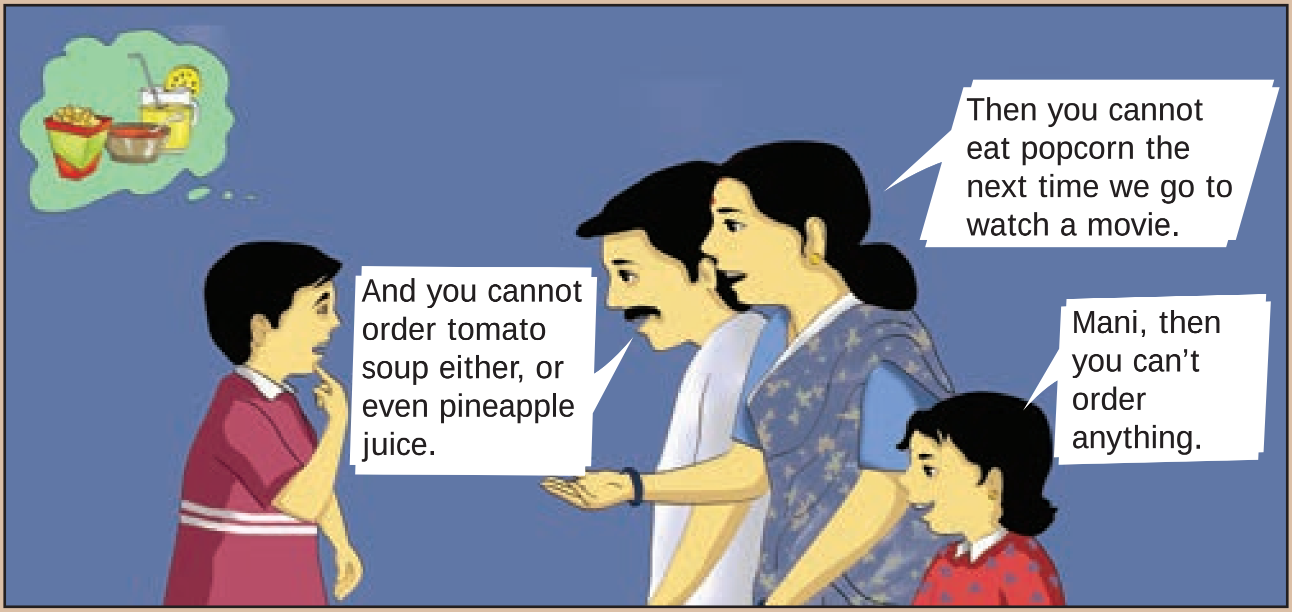
1. Sweet : sugarcane ____________________
2. Sour : lime ____________________
3. Bitter : bitter gourd ____________________
4. Salty : salt ____________________
5. Astringent : betel nut ____________________
6. Pungent : ginger ____________________

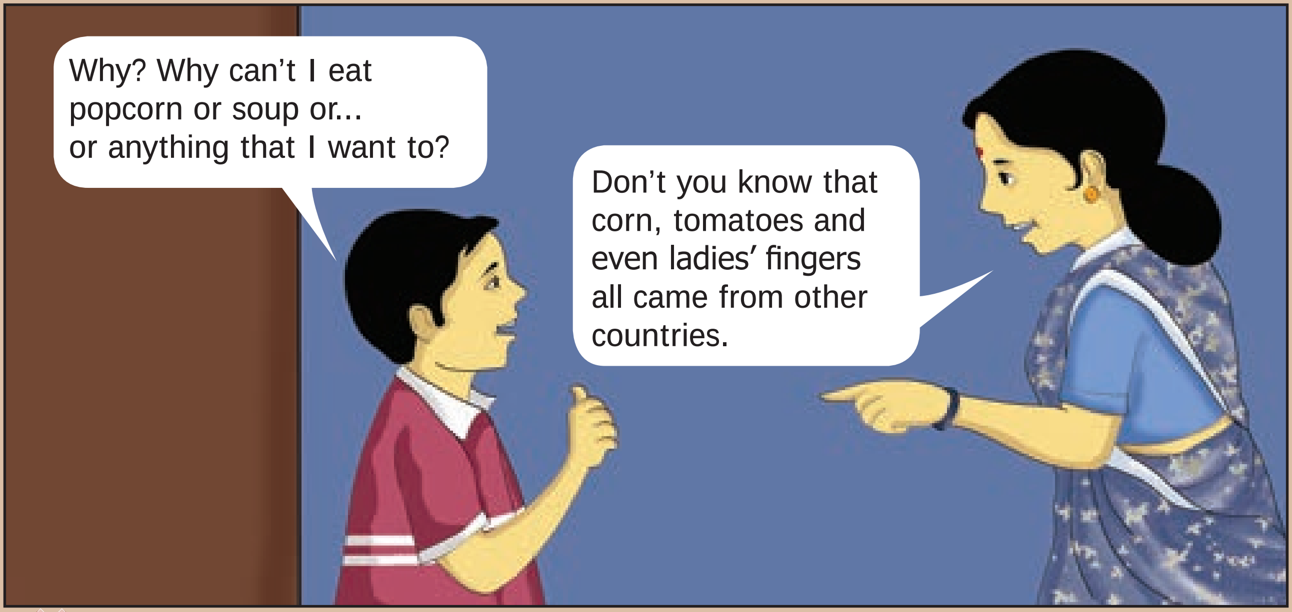

Mani's family lived in a village near Gingee in Villupuram district.
Mani liked only a few vegetables. Potatoes and ladies' finger were the two that he liked very much.
One day, when Amma served potato curry...


I don't want to eat potatoes today, because they are foreign vegetables.
No, they are not, Amma bought them from the vegetable shop near the bus stop!


Appa, Selvi is too small to understand that potatoes are not from India.
So what?
Our teacher told us that we should buy and eat locally grown food.


She also told us to use things made in our country.
What else did your teacher tell you?


Then you cannot eat popcorn the next time we go to watch a movie.
And you cannot order tomato soup either, or even pineapple juice.
Mani, then you can't order anything.

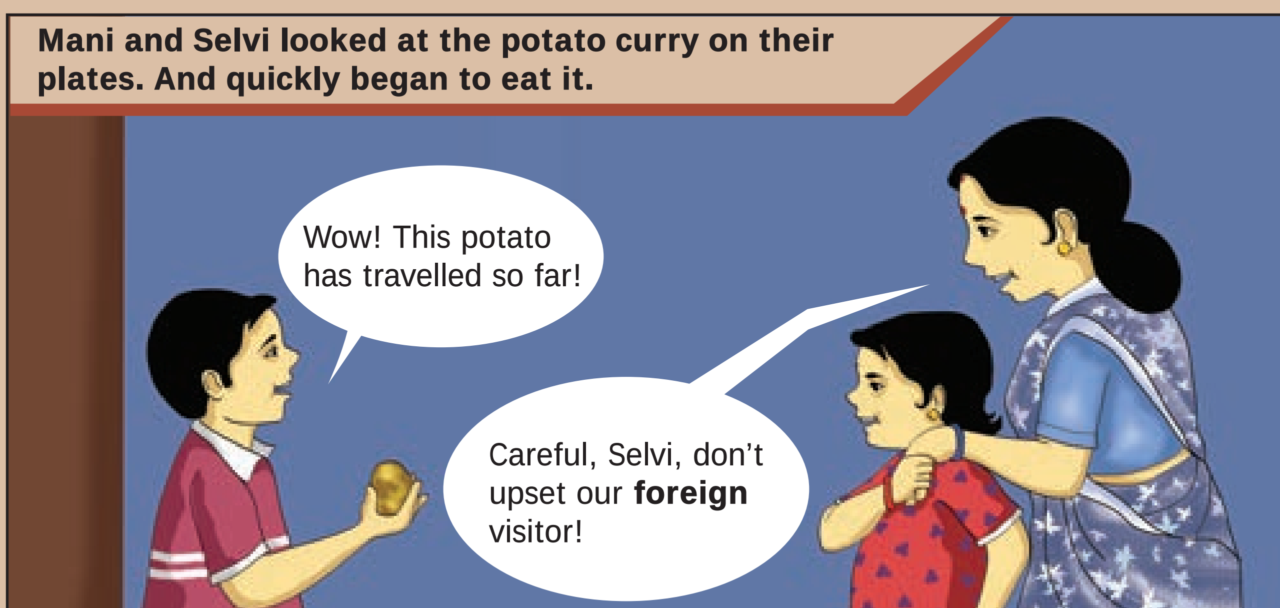

Why? Why can't I eat popcorn or soup or... or anything that I want to?
Don't you know that corn, tomatoes and even ladies' fingers all came from other countries.

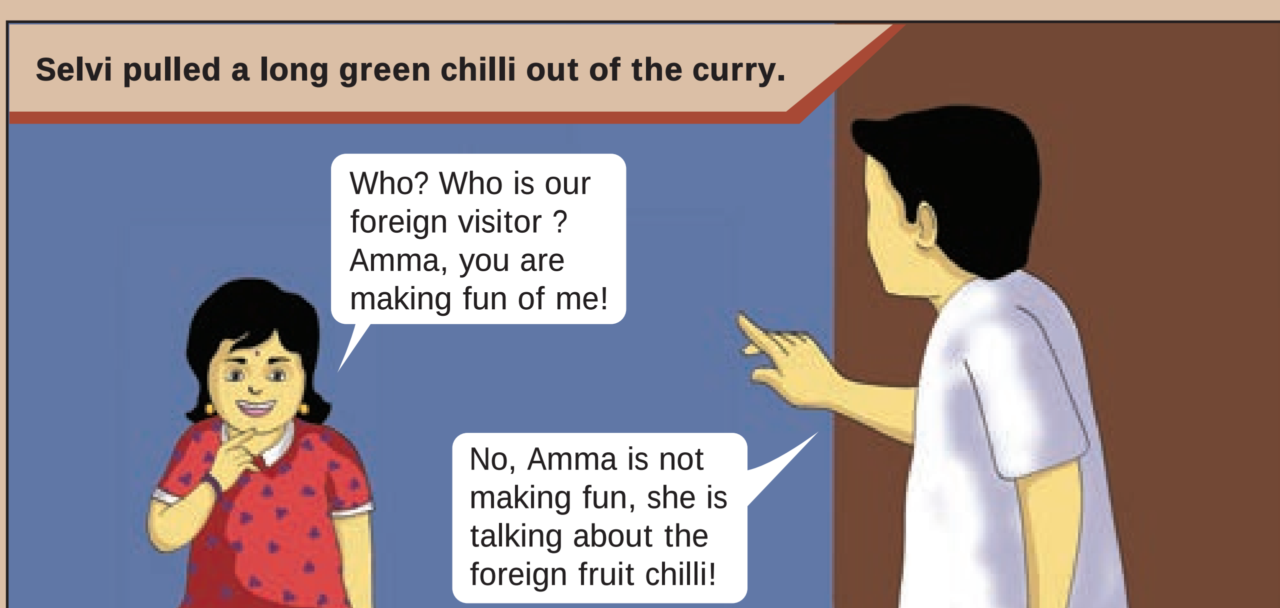

Really? How did they come to our country Amma? Did they get on an aeroplane and come here?
No, no, Some **merchants** brought them here long ago by sea.
Why did they bring vegetables to India?


Amma and Appa laughed.
They could have brought some sweets. Why didn’t they?
People came to India in search of spices especially black pepper. A man from Portugal named Vasco da Gama **sailed** to Kerala.

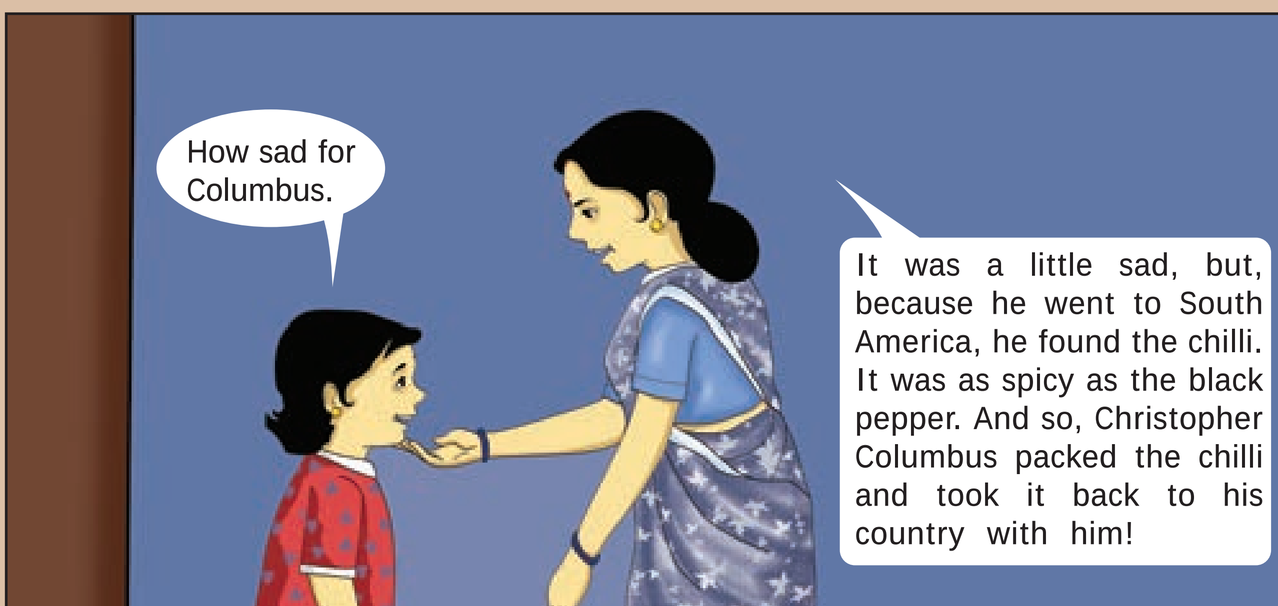

Imagine the joy of the sailors when they reached Kozhikode and found black pepper! They took a lot of pepper back to their country.
They took spices from India.

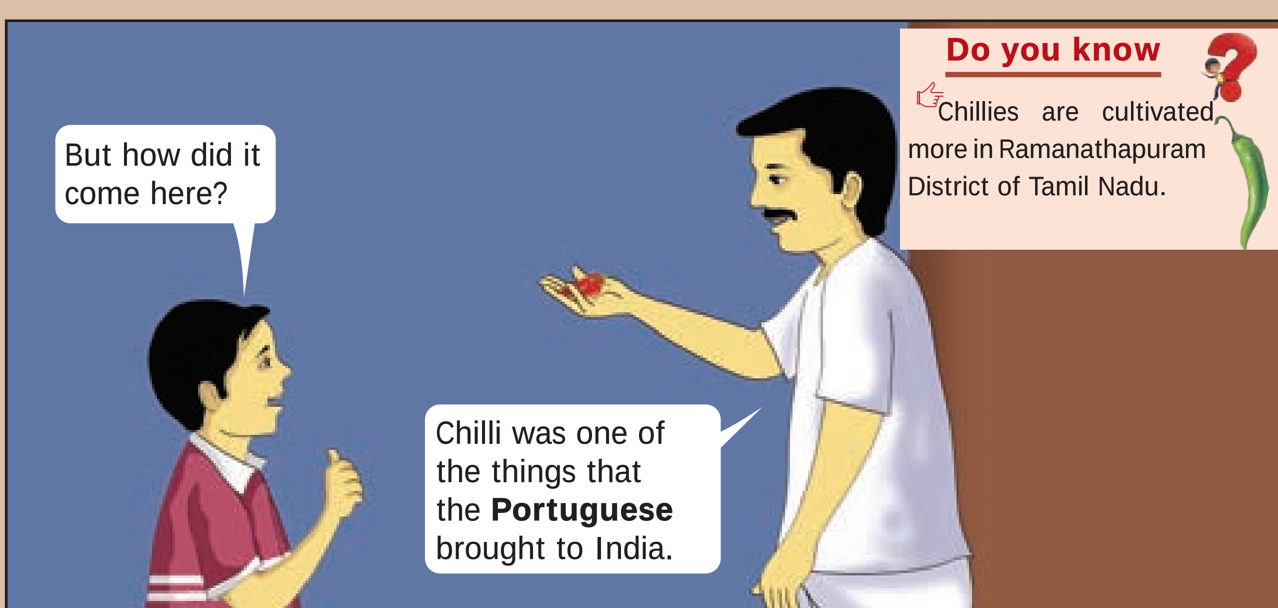

Yes, but who brought the vegetables into India?
The **Portuguese** brought them to India. Potato was one of those vegetables.


Mani and Selvi looked at the potato curry on their plates. And quickly began to eat it.
Wow! This potato has travelled so far!
Careful, Selvi, don't upset our **foreign** visitor!


Selvi pulled a long green chilli out of the curry.
Who? Who is our foreign visitor ? Amma, you are making fun of me!
No, Amma is not making fun, she is talking about the foreign fruit chilli!







Do you know

Chillies are cultivated more in Ramanathapuram District of Tamil Nadu.







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GLOSSARY

foreign	-	belongs to other country
merchants	-	people who trade
sailed	-	travelled in a boat or ship
Portuguese	-	people of Portugal
popular	-	well known
delicious	-	tasty

READ AND UNDERSTAND

A. Work in pairs. Tick the best option.

1. When Amma said,'Don't upset our foreign visitor' she meant ____________________.

   a) potatoes b) pepper c) chilli

2. Selvi asked, 'Did they come in an aeroplane?' because she ____________________.

   a) was joking b) did not understand her mother c) thought it would be fun

3. Amma bought the vegetables from the ____________________.

   a) shops b) shopping mall c) super market

B. Answer these questions.

1. Who first brought these vegetables to India?
2. Who came to India from Portugal in search of pepper?
3. What did Amma mean when she said tomatoes, ladies' fingers and corn came from other countries?

C. Read the comic strip again. Make groups of four and frame some questions on what you have read. Each group should ask a question in turns. You cannot repeat the same question. The team which asks more questions is the winner.

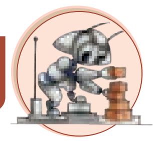
e.g:

1. Which are the foreign vegetables mentioned?
2. Why was Columbus sad?

D. Discuss in groups and share your views in three or four sentences with others in the class.

- What is your favourite dish? Do you know the spices that go into it?

VOCABULARY



E. Add *'r'* , *'er'* or *'or'* to get the name of the person who does the activity. Take turns in class to make sentences with the words you have formed.

e.g: A teacher is a person who teaches. Teach + er – Teacher.

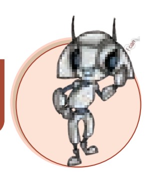
use buy sail watch operate foreign bake write govern act

F. Complete this table with the help of the given example.

e.g: Portugal is the name of the country. People from Portugal are called the Portuguese.

COUNTRY	NATIONALITY
Ex: Portugal	Portuguese
	French
	Chinese
	American
	Sri Lankan
	Spaniard
	Burmese
	Indian
	Thai

*LISTENING



G. Listen to some interesting facts about spices and choose the best option.

1. Red peppers have ____________________.

   a. Vitamin A b. Vitamin C c. Vitamin D

2. Red chilli is also called ____________________.

   a. Paprika b. Carica c. Pyrus

3. One pound is equal to ____________________ grams.

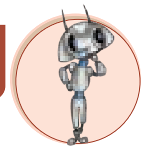
   a. 480 b. 450 c. 500

4. Mint leaves help to cure ____________________.

   a. body pain b. fever c. upset stomach

***Listening text is on page-157**

SPEAKING



H. Work in pairs. Take turns and speak about spices.

Saritha : Hi Divya, how are you?

Divya : Hi, I'm fine Saritha.

Saritha : What did you have for breakfast?

Divya : ____________________ with onion chutney.

Saritha : Do ____________________ onions ____________________ ?

Divya : ____________________ Central Asia.

Saritha : Do you know chilli too has come from somewhere else?

Divya : Is it from ____________________?

Saritha : Yes __________________________________ right.

Divya : Many of the ____________________ came ____________________.

PICTOGRAMMAR





A young **puppy**

Nouns are words that name people, places, animals or things: e.g. **chilli, boy, box, puppy**



Some green **tomatoes**

we mostly add **s** or **es** or **ies** to the noun to make the nouns plural **boxes, tomatoes, chillies, puppies.**



A long sharp beak

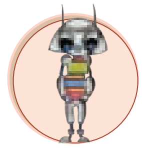
In a sentence some words come before the noun to tell us more about the noun. These words together form a noun phrase.



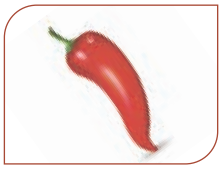
A tall building

Example : a chilli; a green chilli; some green chillies; a round chilli; many tomatoes, some red tomatoes.

USE GRAMMAR

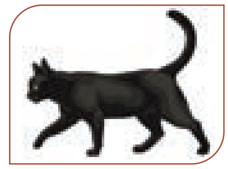


Use two or three words from the box to describe each picture.



Red Hot Chilli



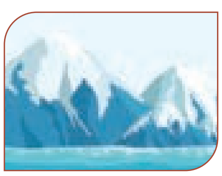


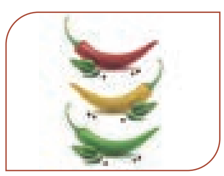


red	cute	cubs	icy	tall	mountain
boy	tiger	kangaroo	two	little	hot
chillies	book	wooden	table	cat	round
big	black	three	windows	blue	snow
brown	smiling	ball	tail	house	long













LANGUAGE CHECK POINT

Don't Say	Say	Note
You should go to your house now.	You should go home now.	A house is any building used for dwelling in, and a home is the particular house in which someone lives.
Stand in the middle of the circle.	Stand in the centre of the circle.	Centre is the point that is equidistant from the edge of a circle.Middle is the area equidistant from two sides eg. Middle of the road, row, page.
It was a long travel.	It was a long journey.	Travel is the general term to describe going from one place to another. A journey is one single travel. You make journeys when you travel from one place to another. You cannot say a travel.

I. Correct the order of the words in bold and write them in the blanks.

1. **Green little the chilli** ____________________ was very hot.
2. **Sailors many brave** ____________________ tried to find a sea route to India.
3. **Brown dog the big** ____________________ barked at the children.
4. **The spice most common** ____________________ used today is the red chilli pepper.
5. **The path mud long** ____________________ led to a beautiful lake.

J. Play this game in the class.

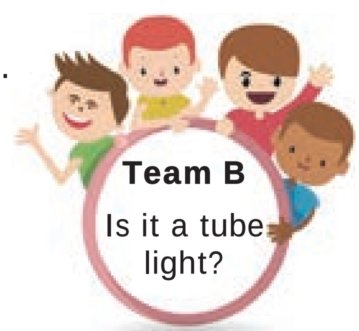
Make two teams. Each team should describe something in the class using at least three words. The other team should guess it.



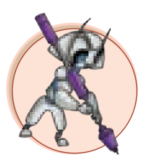
Team A: A long thin glass rod.

Team B: Is it a tube light?

Team A: Yes.



WRITING



K. How do you cook rice in your house?

Fill in the gaps in this recipe for cooking rice. Use the words in the box.

wash	boil water	heat	keep	rice	lid	low	water	more	ready	

What you'll need

- 1 cup uncooked white rice
- 2 cups water
- pinch of salt

How to make it

1. ____________________ the rice until the ____________________ runs clear.
2. Drain the water and ____________________ aside.
3. In a medium sized pan, bring water to ____________________.

4. Add the salt, stir, and then add the rinsed and drained ____________________.

5. Reduce the heat, cover the rice, and let it simmer on ____________________ heat for 20 minutes.

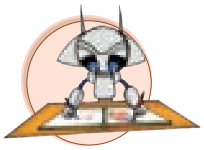
6. Check after 15 minutes to see if all the ____________________ has evaporated. If it has, the rice is ____________________.

7. If not, replace the ________________ and let the rice simmer for 5 ________________ minutes.

8. Remove from ____________________ and serve.

L. Work in groups.

- Discuss how your mother cooks rice in your house.
- Write down the ingredients you need like rice and water.
- List the steps in cooking. The words in the recipe above will help you.
- Each person in the group should tell others how rice is cooked in their house.
- Now write down the recipe.



CREATIVE WRITING

M. Your mother has written a message for you before going out. Write a message to her after finishing your lunch.



Your mother's message

Your lunch is in the kitchen. Please warm before eating it. There is some curd in the pot, if you want it. Clean up the kitchen after you finish eating. I will be back at 4 p.m. You can go out to play at 3.30 p.m, if you want but be back by 5.30 p.m.

Write about the following in your message.

- You ate lunch ____________________.
- What you liked ____________________ (mention the dish).
- You have cleaned the kitchen ____________________.
- You are going out to play. ____________________ (mention when you will be back).

Poem I Dream of Spices



My mother would say:
"Little boy Raj...
Go to Muthu's
and get some
cinnamon, betel leaves
and ginger and garlic."



And so I go to the shops
singing all the way
and when Muthu asks me
what I'd want
I rattle off a list:
"Sesame seeds, onions
tomatoes and pickles"



And back home,
Mother twists my ears
Ouch!



Raj Arumugam

GLOSSARY

cinnamon	-	the bark of a tree that gives a delicious flavour to food
garlic	-	a small bulb with a strong taste used in cooking
rattle off	-	recite
sesame seeds	-	gingelly seeds
ouch	-	sound that expresses pain

READ AND UNDERSTAND

A. Answer the following questions.

1. Who is Raj?
2. Where did Raj's mother send him?
3. Who is Muthu?
4. What did mother ask Raj to buy?
5. What did Raj buy?

B. Choose the correct answers.

1. Mother called ____________________.

   a. Muthu   b. Raj   c. Ram

2. Mother did not ask for ____________________.

   a. cinnamon   b. cardamom   c. betel leaves

3. Raj did not buy ____________________.

   a. onions and sesame   b. ginger and garlic   c. tomato and pickles

APPRECIATING THE POEM

C. Find an example of alliteration in the poem.

Alliteration is repetition of the consonant at the beginning of two or more words in a line.

Example: **M**other twists **m**y ears.

D. Listen to the poem read by your teacher.

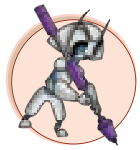
Read the poem aloud in pairs. One person reads out Raj's words and the other reads the mother's. Take turns and read.

E. Tell the story of the poem in three or four sentences with the help of the pictures given below.






WRITING



F. Read the jumbled lines from the poem and rearrange them in correct order.

1.	cinnamon, betel leaves	9.	tomatoes and pickles”
2.	and ginger and garlic”	10.	“Sesame seeds, onions
3.	Go to Muthu’s	11.	I rattle off a list:
4.	My mother would say:	12.	what I’d want
5.	and get some	13.	and when Muthu asks me
6.	“Little boy Raj...	14.	Mother twists my ears
7.	And so I go to the shops	15.	and back home
8.	singing all the way	16.	ouch!

G. Fill in the blanks with different words and write your own poem.

Your title for the poem:__________________________

My _________would say:

“Little boy/girl ______

Go to _________

and get some

___________, ___________

_________ and _________”

And so I go to the ___________

_____________ all the way

and when _______ asks me

what I want

I rattle off a list:

“____________, ___________

___________ and __________”

And back home,

_________ twists my ears

Ouch!

Supplementary

Spices of India







In India, spices are the soul of food. When we think of spices, we think of tasty and healthy food. Many of the spices in our food are added to balance nutrition and to keep us healthy. They add flavour and nutrients to dishes without fat or calories. Spices like cumin, mustard, pepper, cloves, fennel, cinnamon and turmeric are very important in Indian food.

When it comes to Indian food, the first thing that comes to many people's minds is probably 'Spicy curry'. People say curry comes from the Tamil word 'kari'. In Tamil, kari means sauce. It is something that is cooked with a roasted or powdered mixture of spices, condiments and herbs. This mixture of spices can be different in different places. It can be mild or it can be spicy and pungent. Flowers, leaves, roots, bark, seeds and bulbs, are combined in many different ways to produce a great variety of flavours: sweet, sharp, hot, sour, spicy, aromatic, tart, mild, fragrant or pungent. When cooked with rice, meat, fish, or vegetables, the spices give the dish a special, savoury taste. It makes us want to eat more.



But apart from delicious food, spices also bring to mind adventure. Many of the most exciting voyages of modern history were made to conquer the spice trade and the race to become its master. The colonization of the Americas and Asia had its roots in the spice trade. In 1492 Columbus went west to find India and pepper but ran into America and the chilli. Vasco da Gama, six years later, went around Africa to reach Kozhikode, the home of pepper. These voyages ended the very profitable trade that the Arabs and the Romans had built up over the centuries. They set the stage for a new world.

How do you think the expansion of the spice trade set the stage for a new world?

Spices were always an important part of India's trade. Spices were traded with **Mesopotamia, China, Sumeria, Egypt and Arabia,** along with perfumes and textiles as far back as **7000 years ago** much before the Greek and Roman civilisations. Indian epics and in writings dating back to the **Roman Empire** in the 1st century AD(CE) talk about the cloves. Thousands of years ago the great masters of Ayurveda had listed the use of spices for cooking and in medicines.



While these spices are readily available today, there was a time when people risked their lives to get Indian spices. During the Middle Ages, a pound of ginger was worth the price of a sheep. A pound of mace was equal to the price of three sheep or half the price of a cow. Pepper was the crown jewel of all spices.

What are those spices that the world wanted so badly?

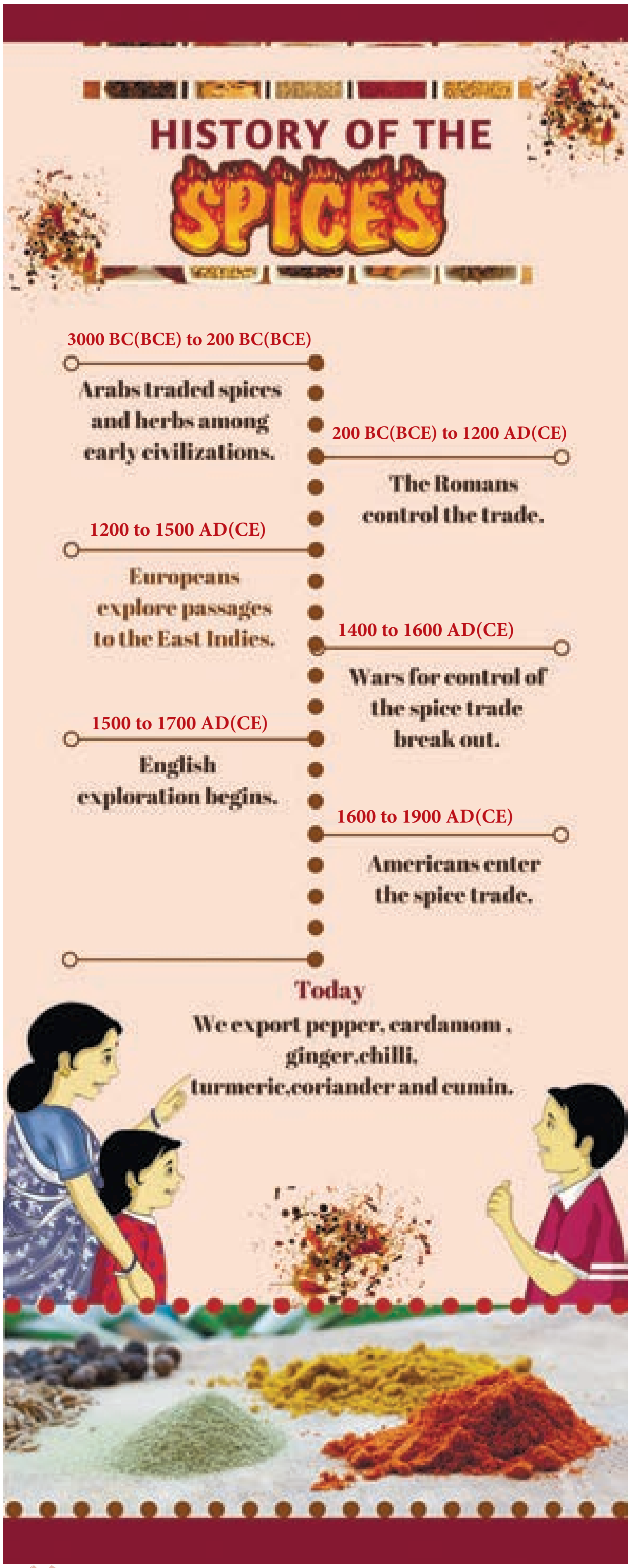
Cardamom, cloves, ginger, mace and nutmeg were some of the other spices that left Indian shores to flavour the world's kitchen.

Using spices in cooking has a long history. It may go back as far as 52,000 years ago. Though we cannot know for sure how men came to use spices, it is quite possible that it was by chance. However, spices have played a vital role in our food now for a long time. In earlier centuries, spices were not easily available and were very expensive. Thus, spice traders became rich. Pepper and cinnamon no longer cost a fortune. However, while they seem to have lost their glory and value, they will never lose their place in a kitchen. Especially an Indian one!

Black Pepper

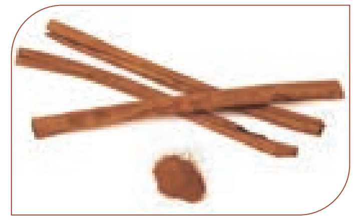


Black pepper also known as 'Black gold' was the most prized spice traded from the Kerala coast. Indians have been using black pepper for a very long time. Farmers began growing it around 5000 years ago and exported it to North and West Asia. The trade soon spread to Greece, Rome, Europe, and China, and also became popular in the Islamic Empire. Recipes from rich Roman households show the value of the spice in ancient Rome. The Romans sent 120 ships a year from Egypt to trade with India and bring back enormous quantities of pepper.



Cinnamon

Indians have been using cinnamon for a long, long time. The Chinese wrote about it in 2700 BC(BCE). Cinnamon not only adds great flavour to food, but also helps to preserve it.



People from other parts of the world appreciated the fragrance and taste of cinnamon. They wanted it too, and were willing to pay a good price for it. The Greeks, Romans and Egyptians bought cinnamon from India. In the Middle Ages, the Venetians grew rich by levying tax on the cinnamon that was brought from India to Europe and the Mediterranean.

Do you know

One of the earliest plants that Indians grew was sugarcane. It is valuable both for providing energy and for its great taste.



6th Std English 133-160.indd 152 24-12-2021 14:54:17

A. Answer the following questions.

1. Why do we add spices to food?
2. Which spices are used a lot in Indian food?
3. Which parts of a plant are collected as spices?
4. What are the uses of spices?
5. What happened after Columbus discovered America?

B. Choose the best option.

1. People say curry comes from a Tamil word ‘kari’ which means ____________________.

   a) soup b) sauce c) sambar

2. Pepper is also known as ____________________.

   a) liquid gold b) black gold c) white gold

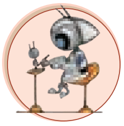
3. ____________________ wrote about cinnamon in 2700 BC(BCE).

   a) Chinese b) Indians c) Japanese

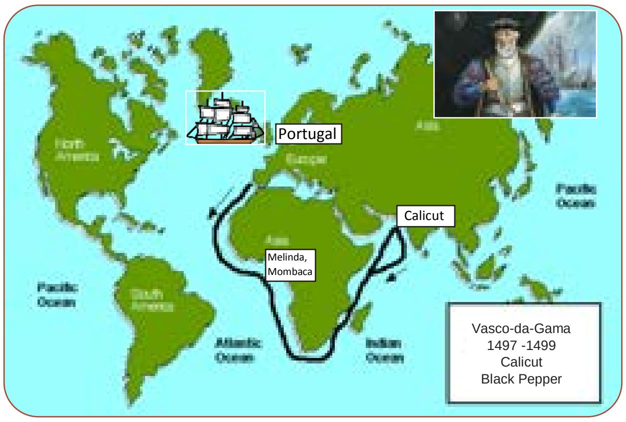
4. The Greeks, Romans and Egyptians all bought cinnamon from ________________.

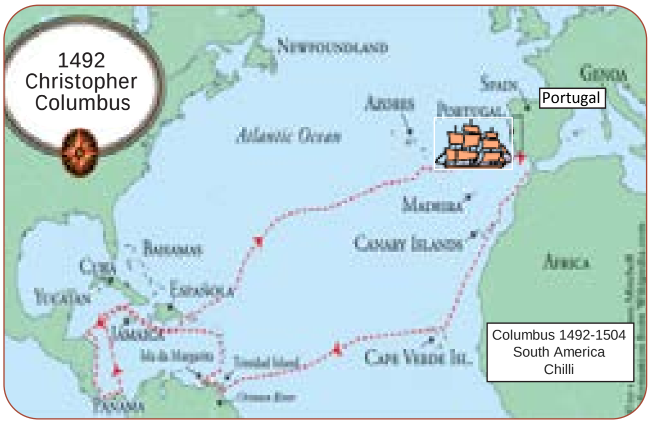
   a) Japan b) South America c) India

PROJECT



C. Compare the travel maps of Vasco da Gama and Columbus.





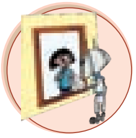
Vasco da Gama's journey 1497-1499
Portugal → Calicut → Black Pepper

Christopher Columbus's journey 1492-1504
Portugal → South America → Chilli

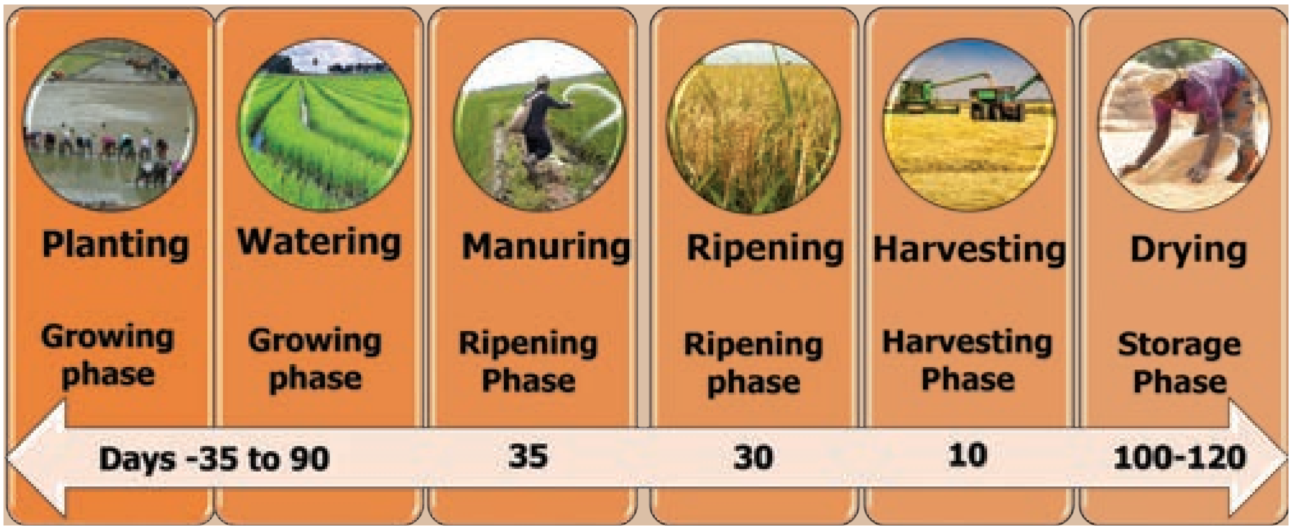
Fill in the table with the prompts. Frame sentences with the help of the table.

Sailor	Vasco da Gama	Columbus
Year of travel		
Started from		
Reached		
Explored		
Taken away		

CONNECTING TO SELF



Look at the pictures and read the given information.



D. Look at the table carefully. Then complete the points below.

1. The paddy plants are given manure after ________________.
2. The plants take ____________________ days in ripening phase.
3. It takes 10 days to ____________________ the rice.
4. The rice grains have to be ____________________ and then stored.
5. We ____________________ the grains for ____________________ days before boiling.

E. Talk in groups. Then share your thoughts with the class.

- Do you usually eat all the food served to you? If not, what are the reasons? When you eat lunch at school, which are the dishes you don't eat or waste?
- Why do you avoid certain food items?

- Can you think of ways to reduce the amount of food wasted in your school?
- Have you seen or known anyone in need of food? Have you helped them? How?
- Take a pledge in your group not to waste food.

STEPS TO SUCCESS

1. Four of the following five are alike in certain ways and so form a group. Which is the one that does not belong to that group?

   a) Garlic b) Sesame c) Mustard d) Olive e) Corn

2. In a certain code language if KBOVBSZ is the code word for JANUARY, what is the code word for OCTOBER?

   a) PDUBCFS b) PDUPCFS c) BDUPCFB d) PDUPCFM

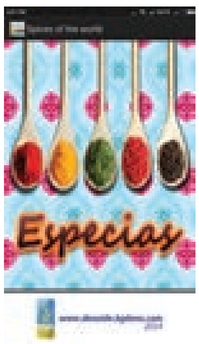
LEARNING LINKS AND REFERENCES

E-links	http://www.tnhorticulture.tn.gov.in/horti/spices
	http://www.indianspices.com/
Books	Vegetables - Choudhury, NBT
	Spices and Condiments - Krishna Deva, NBT

ICT Corner Spices

Experience the life of spices by playing the game.

Screen shot of the spices game

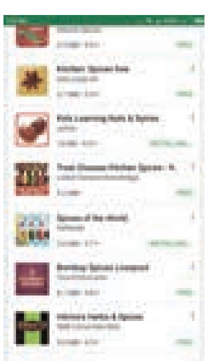


84U53

Procedure

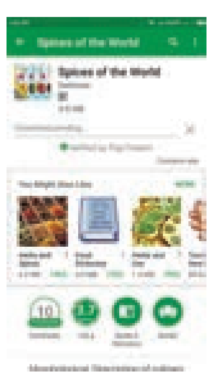
1. Scan the QR code. It will go to a website.
2. You can see a link for the software / application.
3. Click the link to download the software / application.
4. Open the game and you can move the spices by using the pointers.
5. Like this you can find more games on spices locate the appropriate one and use it.

Steps to install the game



Step – 1

Type the word, 'spices' in the search bar of the Android play store



Step – 2

Install the game and start to play it using the pointers



Step – 3

You can install similar such applications from play store

Language Activity

Share your views about the spices with your friend after playing this spices game.

Texts for Listening

Unit – I

Flash news of an escaped monkey

At 10 a.m today, a monkey escaped from the zoo. The zoo keeper was entering the cage to feed the animal when he saw it breaking through the fence. Quickly, he rang up the police station to report the escape. If you see the monkey you must inform the police on the following number.180345778

C07YD

Unit – II

Nandhu and the Lamp

TV9Q3

One morning, as Nandhu was walking to school, a big truck went past him. The truck went over a bump in the road and a box fell down. The box broke open. The truck kept going and was soon gone.

Out of the broken box there fell a small brass lamp. It looked just like the magic lamp that was drawn in Nandhu's storybook. It was small and made of brass. It had a handle and a cover. Nandhu wondered if this was a magic lamp too. He decided to take it home and try it out.

"Where did you get it?" said his mother, "It looks like a lamp."

"It fell off a truck. Is it a magic lamp? It looks just like the one in the book," said Nandhu. As he wiped the lamp, Nandhu noticed a small button on the side. When he pressed it a bright blue light came on and lit the whole room.

Unit – III

Spices

4ZEG2

Red peppers have a lot of vitamin C which helps the body fight infections. Paprika (red chilli powder) made from red peppers has more vitamin C than even lemon juice. Only you cannot eat too much of it!

To get 1 pound (450 g) of dry saffron (kungumapoo in Tamil) it requires up to 75,000 flowers and 20 hours of labour. That is why it is so expensive.

Mints are not only given at the end of a meal in restaurants to help refresh your breath, but herbs like peppermint help settle nausea and upset stomach.

Acknowledgement

We express our gratitude to the writers and publishers whose contributions have been included in this book. Copyright permission for use of these materials have been applied for, however information on copyright permission for some of the materials could not be found. We would be grateful for information for the same.

Prose

Sea Turtles- *Shekar Dattatri*

When the Trees Walked- *Ruskin Bond*

A Visitor from Distant Lands.

Poem

The Crocodile- *Lewis Carroll*

Trees- *Sara Coleridge*

I Dream of Spices- *Raj Arumugam*

Supplementary

Owlie- *Vijaya Ghose*

The Apple Tree and the Farmer.

Spices of India.

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This book has been printed on 80 G.S.M.
Elegant Maplitho paper.

Printed by offset at:

Notes